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ABSTRACT

Articles on existing programs of adult education operating outside of institutional sponsorship are presented. The articles about adult education classes for Indians and teaching English as a second language report developments in programs that have only recently been established, while articles on the Junior League, adult activities in the community centers of Vancouver, and rural adult education inventory existing program areas that have not been reported previously. The second section contains articles about public school adult programs, the extension activities of the University of Victoria, and the community colleges of B. C. The final section of articles reviews adult education in the health sciences as it has emerged in continuing medical education and as it may be needed in rehabilitation medicine. A chronology of the early history of adult education until 1914 and a working bibliography about adult education in British Columbia are also included. (Author/CK)

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ADULT EDUCATION IN BRITISH COLUMBIA

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INTRODUCTION

EACH TIME facets of adult education are reviewed, the scope and the diversity of the field become more apparent. The articles in this special issue of *The Journal of Education* bear witness to that observation even though they chronicle but a fragment of adult education activities in British Columbia.

Adult education is concerned with effecting behavioural changes by increasing knowledge, developing skills and influencing attitudes. Most societies have not organized or institutionalized adult learning opportunities to the extent that they have for youth in public schools and colleges. As a result, adult education occurs in many different kinds of institutions as well as in public schools and colleges, although these may be less systematic than might be desired.

If it were possible to inventory all of the educational activities for adults conducted by organizations in urban communities, adult education would exceed child-oriented education in terms of financing, the number of participants and the time committed to learning.[1,2,3] Such an inventory, however, would be difficult to conduct as there are few systematized accounting procedures for the collection of data about adult education in the public school, community college, or university extension, and almost no procedures to inventory adult education in the complementary-functional organizations such as voluntary agencies, public welfare, or business and industry. This lack of accounting procedures has resulted in adult education activities being overlooked in community organizations other than those of the formal education system.[4] As a result, and in spite of its specialized expertise, adult education has remained in a marginal status[5] in most educational institutions because of a lack of agreement with regard to public funding and administration, clientele identification and assessment, programming, data collection and reporting. One exception to this marginality of adult education activities in the educational institutions of British Columbia that should be noted is the emerging community college program. In several communities of the province adult groups are being served systematically by the local community college.

Although the marginality of adult education in most formal educational

organizations has limited the flow of funds and forced the adult educator into 'enrollment economies' as Clark[6] characterized it, other organizations engaged in adult education such as volunteer groups or business and industry, have been innovative in their programs. Moreover, many community agencies develop ad hoc adult education programs in response to adult needs resulting from rapid social and technological change and from slow institutional change in the urban community.[7] Such activities as the 'free university,' the 'ecological watch committee,' and the 'T-group' are examples of approaches which are historically reminiscent of similar ad-hoc events during the later years of the nineteenth century when many present public and volunteer social agencies first engaged in adult education.

Some adult educators favour the establishment of clearly defined boundaries among formal educational institutions. Such boundaries would aid in utilizing the limited resources available for adult education programming by avoiding needless duplication. While this is a persuasive argument, it should be remembered that institutionalized adult education programs enroll less than ten percent of the adults participating in educational activities.[8,9,10]

Adult educators need to be concerned about duplication and overlap in programs, but major attention should be on the adult population with unmet educational needs; needs that restrict an individual's achievement and self-fulfillment. Evidence is at hand to indicate that with the present rate of change[11] we must be prepared to accommodate new knowledge, new behaviours and new modes of social interaction continuously throughout life. Here is where the boundary and vista for adult education lie. Consequently, it is unwise and diversionary to spend time defining and delineating organizational jurisdictions affecting what is at present only ten percent of the potential adult population.

In 1964, the Faculty of Education published a special issue of *The Journal of Education* on the principal institutional programs of adult education in British Columbia. The present issue of the *Journal* extends this focus by reporting about adult education in other forms.

The articles about adult education classes for Indians and teaching English as a second language report developments in programs that have only recently been established; while articles on the Junior League, adult activities in the community centres of Vancouver, and rural adult education inventory existing program areas that have not been reported previously.

The second section contains articles about public school adult programs, the extension activities of the University of Victoria and the community

colleges of B.C. The final section of articles reviews adult education in the health sciences as it has emerged in continuing medical education and as it may be needed in rehabilitation medicine. These articles suggest that means towards a commitment to continuous learning are developing in a truly educative community.

A chronology of the early history of adult education until 1914 and a working bibliography about adult education in British Columbia should prove useful to the researcher and student of the field.

On behalf of all contributors I wish to thank those people and agencies whose assistance was invaluable in the bringing together of this collection.

JAMES E. THORNTON

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SPECIAL PROGRAMS AND CLIENTELE

ADULT EDUCATION FOR B.C. STATUS INDIANS

ADRIAN BLUNT AND DONALD MCKINNON

Introduction

The Education Division of the Department of Indian Affairs and Northern Development (D.I.A.N.D.) has several programs designed to provide educational and training opportunities for status Indian adults. For administrative purposes in the B.C. Region, full daily attendance in a class of more than two to three weeks duration for which the student receives a per diem training allowance is considered to be *vocational education;* part-time attendance, that is participation in classes which are of only two or three hours duration weekly, or which require full daily attendance for a few days and for which no training allowances are paid, is regarded as *adult education*. The adult education program is administered by the Regional Supervisor of Adult Education, hereafter referred to as the Regional Supervisor.

The great majority of the adult education classes authorized by the D.I.A. are now administered under contractual agreements with 26 public school districts. In addition to providing for the establishment and conduct of classes specifically for Indian adults, the D.I.A. has made arrangements whereby Indian people, if they so request, may attend any public night school classes and have their fees paid by the Department. In certain areas classes are administered by parochial schools and in some remote areas where other arrangements are not possible classes are administered directly by the Department of Indian Affairs.

Indian Population and Reserves

As of January 1, 1970, the status Indian population of British Columbia was 47,917. Of this total 33,295 live on reserves held by the 191 bands and the remaining 14,622 live off-reserve.

> The Indian band, a legally defined grouping is a body of Indians "for whose use and benefit in common" lands have been set aside, and/or "for whose use and benefit in common, moneys are held by Her Majesty", or which is declared by the governor in council to be a band for the purpose of the Indian Act (2. (1)(a)). The membership of the band is legally defined, as are the methods by which such membership may be gained, given up, or changed. Since to be Indian is to belong to a special legal category, there is no necessary coincidence between Indian status and Indian ancestry. A white woman who marries an Indian band member becomes an Indian band member herself . . . .

> A band consists of all those persons who, on May 26, 1874 were legitimate members of a band for whom land had been set aside; all male descendants in the male line of male persons thus qualifying; the legitimate children of such parents; the illegitimate children of qualifying females, provided that the Registrar of the Department has not declared that the father of the child was not an Indian; and the wife or widow of a qualifying person. Persons listed above are no longer eligible for membership in a band or for Indian status if . . . he or she is enfranchised or, if a woman, has married a non-Indian.[1]

Providing on-reserve adult education programs for all 191 bands in the Province is not feasible because many bands have too few members to establish classes. The median number of Indians of all ages in all British Columbia's Indian Bands is only 93. The Cowichan Band with a total population of 1,441 is the only B.C. band with a total on-reserve population of over 1,000 (1,278). The next two largest bands are the Squamish and the Bella Bella with on-reserve populations of 895 and 882 respectively. Four bands have on-reserve populations of between 700 and 800 and five have on-reserve populations of between 500 and 600. Of the remaining bands in the Province, 39 have between 200 and 500 members, and the remaining 141 bands have fewer than 200 members on-reserve.[2] Approximately 64% of B.C.'s Indian population are members of bands with populations of less than 500.

It has been estimated that the median age of the Indian population is between 15 and 16 years, while that of the Province's non-Indians is around 30. Furthermore only 36% of the Indian population are between the ages of 20 and 60, as against 49% in the Province as a whole.[3] If this group (36%) represents the potential Indian adult education clientele, at present, only twelve bands have more than 200 potential participants residing on reserves. Participation research reveals that the higher the levels of education, social participation, and occupational status, the more likely one is to participate in adult education activities.[4] Indian adults generally have very low levels of education, a high rate of unemployment, and little or no social involvement in the dominant society.

All B.C. bands have more than one reserve, and some bands have members living on several of their reserves. The Squamish Band, for example, consists of an amalgamation of 16 small bands which share the Squamish language and is distributed between the City of North Vancouver and the Town of Squamish which are about 40 miles apart. To complicate matters

[1] Hawthorn, H. B., (ed.), *A Survey Of The Contemporary Indians Of Canada: Economic, Political, Educational Needs and Policies*. Ottawa: Indian Affairs Branch, Oct. 1966, Part 1, pp. 270-271.

[2] D.I.A. Band Lists, *January 1st, 1970*. D.I.A. & N. D. Regional Office, Vancouver.

[3] Duff, Wilson, *The Impact Of The White Man*, The Indian History of British Columbia Series. Victoria: Provincial Museum, Vol. I, 1964, p. 48.

[4] Cf. Goard, D., & Dickinson, G., *The Influence Of Education And Age On Participation In Rural Adult Education*. Vancouver: Faculty of Education, University of British Columbia.

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further the Squamish have residents on two reserves in North Vancouver and four reserves around Squamish. For the Squamish Band, classes are held in both North Vancouver, administered by School District No. 44, and Squamish, administered by School District No. 48.

The bands' reserves are to be found in virtually every region of the Province; generally they are located away from major population centres with the following exceptions: the Squamish Band of North Vancouver and Squamish; the Lytton Band of Lytton; the Necoslie Band of Fort St. James; the Hazelton Band of Hazelton; the Cowichan Band of Duncan; the Musqueam Band of Vancouver, and the Nimpkish Band of Alert Bay. The majority of bands are located on reserves which are anywhere from 10 to 100 miles or more from the nearest town or city. An illustration of the isolation of some bands can be found in the Prince Rupert area where all seven bands whose affairs are administered from the D.I.A. office in Prince Rupert are inaccessible by road. Travel is by boat or float plane, when weather permits.

The small adult population of most Indian bands coupled with the widespread distribution of band communities and their relative isolation makes it difficult to maintain communication with existing programs, let alone establish new ones. Obviously, the location of activities in such isolated areas throughout the province makes any form of supervision or evaluation both expensive and time consuming. Even the reporting of attendance by mail is often incomplete.

Organization of Classes

The promotion of classes throughout the Province is undertaken by both the Department of Indian Affairs field staff and Public School Adult Education Directors. Most of the 191 bands are informed at band meetings and through correspondence and circulars to their Band Councils and Education Committees of the opportunities for sponsorship of classes and how those classes might be organized on- and off-reserve.

Classes are organized only at the request of a band or of status-Indian groups such as Friendship Centres. When a band which has not previously held classes on their reserve requests assistance, the D.I.A. Regional Supervisor will ask the local Public School Adult Education Director in that district to arrange for a local meeting of all concerned. Usually such meetings are held on the reserve to discuss the identification of course goals and content and the selection of instructors and suitable facilities for the classes. Approval is subsequently granted the local Public School Adult Education

Director to administer the classes in a manner similar to other classes in his program.

Classes are held on reserves whenever suitable accommodation is available. When equipment such as sewing machines or power tools is required, off-reserve premises may be sought. In the small northern communities of Moberley Lake and Halfway River, old uninhabited houses have been renovated and equipped by band members for use as adult education and community centres. Band members are not required to pay fees to enrol in a class, but they may contribute financially if they wish, and on several occasions band funds have been used to support classes. When required, grants are made to participants for the purchase of materials and supplies.

Instructors are paid the local school district night school rates of pay and many instructors, particularly those giving instruction in handicraft courses, are band members. Once the initial arrangements have been settled, the Department of Indian Affairs Regional Supervisor issues a contractual letter committing the required funds to the School District. A copy of this letter is sent to the Indian Band Coordinator or Education Committee. The School District invoices the Department of Indian Affairs for the contracted course costs and administrative allowances. When the School District Adult Education Director and the Indian band have established a planning and working relationship, the involvement of the D.I.A. Regional Supervisor may be limited to committing the funds required.

Where a band member has been appointed Adult Education Coordinator by his band, a stipend based upon a percentage of the instructor's salary is paid. The stipend is intended to reimburse the Coordinator for those expenses that he or she will incur while visiting reserves and maintaining close liaison with the School District Adult Director and the D.I.A. Regional Supervisor. The Coordinator works closely with the Adult Director in organizing courses, providing information about classes for the Band membership, coordinating classes with other activities held on the reserve and discussing with the band members, the instructors, the Adult Education Director, and the D.I.A. Regional Supervisor, the progress and content of the classes. By June, 1970, 24 coordinators had been appointed throughout the Province.

In school districts not having an adult education director, school superintendents have cooperated with Indian bands and the D.I.A. by performing the role of adult education director personally or by arranging for one of the district's school supervisory staff to accept that responsibility. Where parochial schools are providing education services, exactly the same type of

financial assistance and arrangements have obtained. In very remote areas of the Province classes have been administered directly from the D.I.A. Regional Office in Vancouver. This latter arrangement has proved to be generally unsatisfactory and is now being avoided wherever possible.

In January, 1970, the University of British Columbia Department of Extension[5] organized and conducted on behalf of the D.I.A. the first provincial workshop for Indian adult education coordinators, public school adult education directors, basic education teachers and D.I.A. education staff. During the workshop the objectives and administrative procedures of the D.I.A. adult education program were discussed; basic education teaching techniques and materials were reviewed; and group discussions on Indian cultural values and educational priorities were held.

Commencing with the academic year 1970-71 the D.I.A. adult education program will be decentralized. Funds for the conduct of the program, and the necessary decision-making authority will be granted to education field staff working from 11 D.I.A. District Offices throughout the Province. The role of the D.I.A. Regional Supervisor will become advisory rather than administrative. By decentralisation it is hoped that communications will be improved, and program planning and decision making will be achieved more effectively and more quickly, resulting in a further expansion of the program.

Program and Participation

Since adult education classes were first sponsored by the B.C. Region of the D.I.A. in 1965, the estimated number of participants has grown from 592 to 2,907, a five-fold increase. The academic years of 1967-68 and 1969-70 were the most significant periods of increased participation in the program. (Table I).

TABLE I

PARTICIPANTS IN ADULT EDUCATION CLASSES 1965-1970*

YEAR	INDIAN CLASSES	% ANNUAL INCREASE	PUBLIC CLASSES	% ANNUAL INCREASE	ALL CLASSES	% ANNUAL INCREASE
1965-1966	592	—	—	—	592	—
1966-1967	807	36.3	—	—	807	36.3
1967-1968	1609	99.3	151	—	1760	118.0
1968-1969	1647	2.3	203	34.4	1850	5.1
1969-1970	2550	59.8	357	75.8	2907	57.1

* All the information recorded in Tables I to V has been obtained from D.I.A.N.D. Regional Office, Vancouver.

Beyond noting the number of participants, records of the D.I.A. program prior to 1967 are minimal and incomplete, and information on the program

[5] Now the Center for Continuing Education.

budget for the period 1965-67 is not available. During the last three fiscal years 1967 to 1970 actual expenditures have increased from $80,783 to $110,547.

A most important development in the history of the program has been the transfer of responsibility for the direct administration of classes from the Department of Indian Affairs to Public School Districts, Parochial Schools, and to other agencies such as the Town of Merritt Recreation Commission and Fort Nelson United Church Women. (Table II). Since 1965, the percentage of courses administered by the Department of Indian Affairs has decreased from 100% to 7% and the number of courses administered by Public School Districts has increased from 35% in 1967-68, to 86%. The academic year 1968-69 was a period of transition in the administration of classes rather than a period of expansion in the number of classes. The results of this transition are to be seen in the increase in the number of classes and participants during the following year 1969-70.

TABLE II

DISTRIBUTION OF CLASSES BY ADMINISTRATIVE AGENCY

AGENCY	1967-1968 NO.	%	1968-1969 NO.	%	1969-1970 NO.	%
D.I.A.N.D.	67	58.3	23	19.5	14	7.1
Public School Districts	40	34.8	87	73.7	170	85.9
Parochial Schools	8	6.9	8	6.8	8	4.0
Other Agencies	—	—	—	—	6	3.0
Total	115	100.0	118	100.0	198	100.0

Types of Classes

Between 1967 and 1969 there have been increases in the total number of classes held for Indian adults in all but one category while some annual variations have occurred in the distribution of class types. (Table III). The proportion of basic education, homemaking and general interest classes has remained relatively constant. The proportion of handicraft and native language and job-oriented classes has increased, while the proportion of fishing classes has declined.

TABLE III

TYPES OF CLASSES ORGANIZED FOR INDIAN ADULTS 1967-1970

CLASSES	1967-1968 NO.	%	1968-1969 NO.	%	1969-1970 NO.	%
Basic Education	19	16.5	19	16.1	33	16.7
Homemaking	42	36.5	47	39.8	60	30.3
Handicrafts and Native Languages	8	7.0	15	12.7	58	29.3
Fishing	27	23.5	11	9.4	4	2.0
Job Oriented	7	6.1	6	5.1	22	11.1
General Interest	12	10.4	20	16.9	21	10.6
Total	115	100.0	118	100.0	198	100.0

The commercial fishing classes were the only classes to have experienced large declines in average attendance; and in the year 1968-69 a drop in the retention rate. (Table IV). Average attendances have declined slightly in the basic education, homemaking, job oriented and handicraft classes. It is not likely that average attendances will increase in the future if the program expands to include smaller Indian communities.

TABLE IV

AVERAGE ATTENDANCE AND RETENTION RATES IN CLASSES ORGANIZED FOR INDIAN ADULTS 1967-1970 (a)

CLASSES	1967-68 Av. Att.	1967-68 % R.R.	1968-69 Av. Att.	1968-69 % R.R.	1969-70 Av. Att.	1969-70 % R.R.
Basic Education	8.2	72	7.3	72	7.2	77
Homemaking	10.0	97	9.7	91	8.8	78
Handicrafts and Native Languages	12.0	75	13.2	86	12.9	83
Fishing	12.3	80	11.6	49	5.8	88
Job Oriented	8.9	86	5.9	77	7.4	82
General Interest (b)	10.9	136	7.3	76	13.1	64
AVERAGE	9.9	77	9.2	82	9.4	77

a. The Percentage Retention Rate is actually a ratio of attendance obtained by the formula: 4th Quarter Attendance ÷ 1st Quarter Attendance × 100.
Hence a ratio of 75 means that for every four individuals who attended the first quarter of the course, there were three in attendance during the final quarter, although they may not be the same individuals.

b. The average attendance and retention rate for these classes may be misleading because sessions may have been of only one or two evenings duration and they may have experienced large variations in participation. In the academic year 1967-68 increased participation in some community development courses resulted in a retention rate for all General Interest classes of 136, that is a 36% 'drop-in' rate.

Basic Education Classes

Basic education and upgrading classes are regarded by the D.I.A. as a national priority. However, in common with other disadvantaged groups characterized by low levels of education, high rates of unemployment, low incomes, and large families, many Indians have limited perceptions of the values of education and are not readily motivated to achieve higher levels of formal education.[6] Furthermore, meeting the expectations of academic advancement of those who have enrolled in basic education classes has proven to be very difficult. This is partly because classes are held seasonally, usually during the winter months, and then for only a few hours each week. With few exceptions, these classes are characterized by low attendance and high drop-out rates.

Other factors determining the limited success of such basic education classes include: the difficulty of recruiting instructors who are both competent and socially acceptable to the students; the general unsuitability of available

[6] Anderson D. and Niemi J. A., *Adult Education And The Disadvantaged Adult.* New York: Syracuse, ERIC Clearinghouse on Adult Education, 1969.

adult basic education materials; unsuitable 'classrooms'; and the long-term commitment to the class required of the student. Consequently, increased opportunities for Indian adults to enter full-time Basic Education and Upgrading classes have been promoted by the D.I.A. Vocational Education Division, and also by the Department of Canada Manpower. Under sponsorship by these two agencies, Indian adults are able to attend full time classes and receive per diem allowances.

Homemaking Classes

Courses in homemaking skills have been consistently well attended and have high retention rates. Many bands ask for such courses to be held annually on their reserves or in the nearby public schools. Classes in sewing, cooking, knitting, re-upholstery, interior decorating, and home nursing are included in this category. The most successful of these classes in terms of their continuing support by the participants combine informal instructional techniques and an opportunity for socializing.

Handicrafts and Native Language Classes

Handicraft courses have recently become most popular, perhaps in response partly to the public demand for curios, souvenirs and handicrafts, and partly to an increasing native cultural awareness. With the exception of Fishing classes 1967-68, and General Interest classes 1969-70, the Handicraft classes have consistently had the highest average attendances. Classes in the native crafts of buckskin work, basket weaving, carving and blanket making are conducted by Indian instructors. Instructional emphasis is placed on the use of traditional skills and materials. In the more contemporary handicraft classes such as silkscreen printing and oil painting, Indian motifs and designs are adapted for use with new materials and media.

Five classes in native languages were conducted during the 1969-70 academic year. Some of the languages in which instruction was given were Squamish, Halkomelem and Tahltan. The classes were conducted by senior band members, who used traditional games such as slahal, and the relating of tribal legends to teach younger adult band members their native language.

Fishing Classes

The D.I.A. Regional Fisheries Specialist cooperated with the Education Division to establish classes for upgrading the skills of native commercial fishermen. As a result of the increasingly complex technological skills required of commercial fishermen many native fishermen have found them-

selves at a disadvantage. Commencing in 1965 with a course in navigation, the program expanded to include classes in hull maintenance and net hanging. In the Fall of 1967, a total of 27 adult education on-reserve classes were listed together with one six-week full-time vocational education class at the British Columbia Vocational School in Terrace. Attendance at full-time classes has proved an effective means of upgrading fishermen's skills and as a result the demand for on-reserve courses has steadily declined.

Job Oriented Classes

Job-oriented classes held on a part-time basis are severely limited in what they can achieve, particularly when they are conducted on reserves with few suitable facilities. Nevertheless, classes that concentrated on the upgrading of specific skills in areas such as Industrial First Aid, Welding, Log Scaling and Small Engine Repair have been quite successful.

General Interest Classes

In the category of General Interest, a great variety of classes have been held, including Fire Protection, Public Speaking, Horse Care, Community Affairs and Film Discussion Groups. Lawyers, anthropologists, educators and public servants have served as instructors and resource persons for classes in Indian History, Indians and the Law, Education Services, and Local Government. Films for the Film Discussion Groups were supplied by the National Film Board. Screenings of films revealing the great variety of Indian culture and life styles were held in addition to the Indian-produced 'Challenge for Change' series.[7]

Indian organizations, particularly the Union of British Columbia Indian Chiefs, have recently been very active holding on-reserve meetings with Bands throughout the province. This activity may have lessened the demand for public affairs classes sponsored by the D.I.A.

Public Classes

In addition to establishing classes for Indian adults, arrangements have been made to provide educational assistance to individuals living near urban centres who wish to attend classes organized for the general public. These classes might be organized by institutions such as Public School Districts, Universities, Regional Colleges, Vocational Schools, Public Libraries and the Y.M.C.A. Table V reveals the annual increases in the number of individuals granted financial assistance since this arrangement was initiated in 1967.

[7] *Challenge for Change*. National Film Board of Canada, Ottawa.

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TABLE V

NUMBER OF STATUS INDIAN ADULTS
ATTENDING PUBLIC CLASSES BY TOPIC AND YEAR

CLASSES	1967-1968	1968-1969	1969-1970
Basic Education	17	6	76
Homemaking	46	68	70
Crafts	—	11	28
Job Oriented	51	62	76
Kindergarten Teacher Training	—	4	6
General Interest	37	52	101
Total	151	203	357

Conclusion

Increased adult education opportunities for status Indians in British Columbia have been created by Indian bands and Public School Districts working together to determine the educational needs of adult band members and to organize local classes to meet such needs. By providing advisory and financial support to the bands, the role of the D.I.A. has become that of a purchaser of education services. During the 1969-70 academic year, 93% of the Indian adult education classes were administered and conducted by educational agencies other than the D.I.A. With this administrative transition the number of participants has increased by almost 500% over a five year period, to a total of 2,907. During the last three academic years 1967 to 1970 there has been an increase of 72% in the number of classes held, and an increase of 60.5% in the number of participants whilst the program costs have increased by only 37% during the last three fiscal years. Unfortunately, only a minority of bands participate in the program at present. These bands are generally the largest in membership and are located in close proximity to non-Indian communities. It has been most difficult organizing classes for small bands located on remote reserves.

The quality of the program, particularly in adult basic education, is also a cause for concern. More attention must be given to the provision of suitable adult basic education materials and to the training of instructors if basic education classes are to meet their objectives.

Without doubt, the greatest challenge lying ahead is that facing the community adult education field workers, for the continuing expansion of adult education opportunities for Indians depends upon the establishment and maintenance of dialogues between Indian bands and the educational agencies concerned. It is essential that there be frequent exchanges of ideas and information between Indian people and adult educators in order that cooperative organizational effort and decision making may develop.

To date, the response by adult educators throughout the Province to the

D.I.A. program has been overwhelmingly positive so that a great expansion in the numbers of classes and participants has occurred. A wide variety of well-organized classes for Indian adults is now being conducted on reserves and in public schools, and an increasing number of individual Indian adults are choosing to attend public classes with their fellow Canadians.

Although much has been accomplished, three distinct goals require immediate attention: the provision of adult education services to small isolated communities; the improvement of the quality of basic education classes; and the maintenance of dialogues with Indian bands to ensure the continuing recognition of Indian values and educational priorities.

31 .17

RURAL ADULT EDUCATION

GARY DICKINSON

I

ADULT EDUCATION is primarily an urban phenomenon with the bulk of the institutions and agencies offering programs, as well as the majority of participants, being found in the larger population centres. Moreover, the discrepancy between the frequency of participation in adult education by urban and rural residents is disproportionate to the percentage of the population living in such areas. This may contribute to widening the gap between the social and economic conditions of the two groups as adult education facilitates social change and development, and those processes are impeded where there is little or no provision for participation in educational activities.

The organization of adult education programs for rural people and their subsequent participation is inhibited chiefly by factors associated with population size and density.[1] There are relatively fewer opportunities for participation available to rural than to urban residents so that fewer of them are able to participate. The sparsity and widespread geographical distribution of the rural population makes it difficult to organize programs using traditional approaches. In addition, the maintenance of such programs on an economic basis is not always feasible as rural residents generally have lower incomes than people who live in urban areas and therefore are less able to pay the fees necessary to support programs on a self-sustaining basis. Despite such inhibiting factors, it should be possible to increase participation in educational activities by rural adults if their personal characteristics and social organization are known and if programs are planned and organized accordingly. The purpose of this article is to contribute to an understanding of how this may be accomplished in British Columbia by examining the current participation patterns of rural people and their expressed interests in further education. The analysis will provide some clues to designing more effective methods of extending educational opportunities to rural adults and of seeking a broader base of participation in adult education programs.

[1] Charles P. Loomis, *et al.*, *Rural Social Systems and Adult Education*. East Lansing: Michigan State College Press, 1953, pp. 4-8.

II

The organization of adult education in British Columbia is inhibited by a widespread distribution of the rural population coupled with a mountainous topography. The province includes a total land area of more than 359,000 square miles, and the majority of the 1,843,427 total residents in 1966 were clustered in the southwest corner. In that year 313,325 people, or 16.9 per cent of the total population, lived in areas classified as 'unorganized' and an additional 21,493 (1.1 per cent) resided in organized settlements of less than 1,000 inhabitants.[2] The rural population as a percentage of the total population has declined steadily since 1941;[3] nevertheless, there are still some 200,000 people in British Columbia who could be designated as rural adults since they are twenty years of age or older and live in unorganized territory or in settlements of less than 1,000 people. That group forms the potential clientele for rural adult education programs.

Programs for rural residents are provided chiefly by night schools operated by the local school districts and by the Extension Service of the provincial Department of Agriculture. Those agencies offer programs in most parts of the province and their activities are generally the most visible ones to rural residents. Other agencies and organizations occasionally offer adult education programs in rural areas, but their influence is not so widespread and their activities are usually confined to special interest groups or specific geographic localities.

Until very recently the extent and nature of participation in rural adult education in British Columbia was unknown. In fact, little information about the general characteristics of rural adults in the province was available until recently as they have not been studied extensively except for the decennial census.[4] Beginning in 1966, however, a series of socio-economic surveys has studied the residents in fifteen rural areas, covering all but the most sparsely settled regions. The objective of the surveys has been to describe and analyze the rural population resident in unorganized territory in terms of significant social and economic characteristics.[5] Interviews have been conducted with 2,766 rural household heads, of whom 28.7 per cent were classified as farm while the remainder were engaged in non-farm occu-

[2] Department of Industrial Development, Trade, and Commerce, *Age Group Distribution of British Columbia's Population by School Districts as of June 1, 1966*. Victoria: The Department, 1968.
[3] Donald R. Whyte, "Rural Canada in Transition," in M. A. Tremblay and W. J. Anderson, (eds.), *Rural Canada in Transition*. Ottawa: Agricultural Economics Research Council of Canada, 1966, pp. 1-113.
[4] The studies are listed in: Dean S. Goard, *Rural British Columbia: A Bibliography of Social and Economic Research*. Vancouver: Faculty of Education, University of British Columbia, 1967.
[5] Coolie Verner, *Planning and Conducting a Survey: A Case Study*. Ottawa: Department of Forestry and Rural Development, 1967.

pations. The number of interviews in each area ranged from 96 to 382 at an average of 184.4 interviews per area. Included in the interview schedule were questions pertaining to participation in adult education, contacts with the agricultural extension service, and interest in further education or training. Those data are used herein to describe the current participation patterns of rural adults as well as their desire for continuing education.

III

Previous research has established that rural residents participate less frequently in adult education than do urban residents.[6] In addition, the socio-economic surveys conducted in British Columbia suggest that there is considerable variation among rural areas in the frequency of participation. Data were sought respecting participation in adult education courses during the three year period preceding the interview, and 435 respondents (15.7 per cent) had taken one or more courses which would indicate that approximately five per cent had participated each year. The number of non-farm respondents who participated (15.9 per cent) was only slightly higher than the percentage of farm participants (15.4 per cent). Among the fifteen areas studied, participation ranged from 9.8 to 32.3 per cent of all respondents, from 7.4 to 24.2 per cent of the farm respondents, and from 6.5 to 32.3 per cent of the non-farm household heads. (Table I). No consistent pattern of participation in relation to the geographic location of the fifteen survey areas could be distinguished.

Some opportunities are available through the Extension Service of the British Columbia Department of Agriculture[7] for farmers to participate in educational programs that are not usually relevant to the non-farm population. A special analysis was made of farmer contacts with extension agents in three of the areas surveyed.[8] Several contact methods were examined including visits and telephone calls to the office of the extension agent, farm visits by the extension agent, agricultural meetings and field days, mailed announcements or bulletins, farm radio and television programs, and newspaper articles.

The farm respondents reported that they used an average of 3.71 different contact methods during the preceding year, and they used more of the

[6] See, for example: John W. C. Johnstone and Ramon J. Rivera, *Volunteers for Learning*. Chicago: Aldine Publishing Company, 1965, p. 7. See also: Dominion Bureau of Statistics, *Participants in Further Education in Canada*. Ottawa: Queen's Printer, 1963.

[7] J. S. Allin, "The Role of Agricultural Extension in the Education of Rural Adults," *Journal of Education of the Faculty of Education of the University of British Columbia* (April, 1964), 10:36-47.

[8] Isaac A. Akinbode and M. J. Dorling, *Farmer Contacts with District Agriculturists in British Columbia*. Vancouver: Faculty of Education, University of British Columbia, 1969.

TABLE I

PERCENTAGE OF FARM, NON-FARM, AND TOTAL RESPONDENTS WHO PARTICPATED IN ADULT EDUCATION IN FIFTEEN RURAL AREAS

AREA	FARM	NON-FARM	TOTAL
1. Prince George	23.3	16.5	19.3
2. East Kootenay	10.2	21.3	16.9
3. Pemberton	14.7	19.4	18.4
4. Peace River	19.8	11.1	10.4
5. Fort Nelson	N.A.	32.3	32.3
6. West Kootenay	11.1	16.4	16.1
7. Vanderhoof	12.3	17.1	15.7
8. Kamloops	12.2	8.3	9.8
9. North Okanagan	23.1	20.9	21.7
10. South Okanagan	24.2	14.3	17.8
11. S.O.L.I.D.*	16.9	6.5	12.6
12. Boundary	13.3	11.9	12.3
13. Sechelt	N.A.	12.0	12.0
14. Cariboo	13.6	13.1	13.1
15. Vancouver Island	7.4	15.2	14.1
Total	15.4	15.9	15.7

*South Okanagan Land Irrigation District

impersonal than the personal types of contact involving direct communication between agent and farmer. Farm newspaper articles, and farm radio or television programs, were both used by more than 90 per cent while mailed material was read by 81 per cent of the farmers. Of the personal contact methods, 35 per cent of the farm respondents reported visiting the extension agent in his office, 34 per cent attended agricultural meetings or field days, 17 per cent made telephone calls to the agent, and 16 per cent reported farm visits by him.[9] Personal contacts through individual or group methods are generally more effective than a[illegible] impersonal contacts in disseminating information and facilitating the adoption of improved agricultural practices, but in rural British Columbia the more effective methods were the least frequently used.

IV

Participation in adult education may be observed in all segments of rural society, but its extent and nature varies among different groups of people so that the socio-economic characteristics of adults are related to their participation.[10] In general, those with more formal schooling participate more than do those with less, younger adults participate more than do older adults, and people who work in occupations having a higher social status tend to participate more than those in lower status occupations. Place of residence

[9] *Ibid*, p. 10.
[10] Coolie Verner and John S. Newberry, Jr., "The Nature of Adult Participation," *Adult Education* (Summer, 1958), 8:208-222; Alan B. Knox, "Clientele Analysis," *Review of Educational Research* (June, 1965), 35:231-239.

seems to influence participation, with distance from a centre offering programs setting broad limits on participation rates even in a non-rural area.[11] Participants in other types of activities such as formal organizations tend also to be more active participants in adult education.[12]

Research would suggest that in rural areas, where overall participation in adult education tends to be low, there will nevertheless be certain groups who participate more than others. In rural British Columbia a study was conducted of 126 participants in adult education and a like number of non-participants using data gathered in five survey areas.[13] The participants in comparison with the non-participants had more schooling, their wives had more schooling, their children were more likely to have completed high school, and more of the respondents had job training. In addition, the participants worked in more prestigious occupations and had higher job earnings than did the non-participants. When the characteristics, education and age of the respondent were controlled, only participation in community organizations and occupational prestige remained as significant variables related to participation in adult education. Eight items were used to measure the attitudes of respondents toward change, and in all but one case the participants had more favourable attitudes than did the non-participants. When education and age were controlled, however, only two items differentiated between the participants and non-participants; the participants were more willing to give up their spare time to further their education, and they were more aware of a need for further education in order to ensure satisfactory employment in the future.

Another study of participation in adult education was conducted in a specific community, the Pemberton Valley.[14] In general, the findings reported by Goard and Dickinson with respect to the socio-economic characteristics of participants were supported in Pemberton, but data were also collected pertaining to the community social structure. The respondents who were born in Pemberton, had lived there for their entire lifetime, and had more kinship ties participated more than did the newer residents in the valley. It appeared that the longer-established residents were the most in-

[11] J. G. Dickinson, "Patterns of Participation in a Public Adult Night School Program," unpublished M.A. thesis, University of British Columbia, 1966: Donald P. McKinnon, "A Comparison of Distances Travelled to Urban Night School Centres," unpublished M.Ed. thesis, University of British Columbia, 1966.

[12] Verner and Newberry, *op. cit.*, p. 208.

[13] Dean S. Goard, "Analysis of Participants in Rural Adult Education," unpublished M.A. thesis, University of British Columbia, 1968. See also: Dean S. Goard and Gary Dickinson, *The Influence of Education and Age on Participation in Rural Adult Education.* Vancouver: Faculty of Education, University of British Columbia, 1968.

[14] J. G. Dickinson, "An Analytical Survey of the Pemberton Valley in British Columbia with Special Reference to Adult Education," unpublished Ed.D. dissertation, University of British Columbia, 1968. See also: Gary Dickinson and Coolie Verner, *Community Structure and Participation in Adult Education.* Vancouver: Faculty of Education, University of British Columbia, 1969.

fluential in determining the kinds of courses offered which were generally peripheral to the needs expressed by other residents.[15] The relationship between distance and participation in adult education was also studied in Pemberton by dividing the community into five geographic locality groups. Participation decreased as distance from the night school increased, with no participants from the most distant locality group which was some twenty-five miles distant from the school.

Just as the socio-economic characteristics of people are related to participation in adult education, they seem also to be associated with the frequency and nature of farmer contacts with extension agents who are the chief source of information and education for the rural farm population. Akinbode and Dorling[16] reported that some 34 per cent of the total variation in extension contacts were explained by our characteristics: years of school completed, distance travelled for goods and services, participation in community organizations, and the amount of gross farm income. Extension contacts were more frequent when the farmer had more education, lived closer to the service centers, participated more in community organizations, and had a higher gross income from the sale of farm products. The data suggest that the farmers who had the greatest need for educational assistance actually received the least help, and this apparently was the case also in the non-farm population with respect to participation in adult education.

V

There is generally a low rate of participation in adult education in rural British Columbia, and the lower socio-economic groups participate the least. There is some evidence, however, that considerable interest exists on the part of rural adults wanting to take adult education programs. In the socio-economic surveys, respondents were asked to indicate whether or not they wanted further education or training, and if so, in what subject matter area. The responses suggest a rather large potential for future participation in adult education.

As shown in Table II, 47.7 per cent of the respondents wanted further education or training, and that desire was expressed by 46.0 per cent of the farm compared to 48.4 per cent of the non-farm household heads. The number of household heads wanting to continue their education ranged from 32.9 to 61.5 per cent among the fifteen areas. A rank correlation coefficient[17] was computed between the ranks of the areas on participation in adult education and the desire for further education or training. The coeffi-

[15] Dickinson and Verner, *op. cit.*, p. 39.
[16] Akinbode and Dorling, *op. cit.*
[17] John E. Freund and Frank J. Williams, *Modern Business Statistics*. Englewood Cliffs, N.J.: Prentice-Hall, 1958, pp. 327-329.

cient (R = .6465) was statistically significant at the .05 level, indicating that the two variables were related; as participation increased, so did the desire to participate.

TABLE II

PERCENTAGE OF FARM, NON-FARM, AND TOTAL RESPONDENTS DESIRING FURTHER EDUCATION OR TRAINING IN FIFTEEN RURAL AREAS

AREA	FARM	NON-FARM	TOTAL
1. Prince George	45.6	52.6	49.8
2. East Kootenay	40.8	54.7	49.2
3. Pemberton	44.1	58.1	55.1
4. Peace River	40.7	50.0	44.8
5. Fort Nelson	N.A.	61.5	61.5
6. West Kootenay	55.6	31.3	32.9
7. Vanderhoof	49.2	53.9	52.5
8. Kamloops	50.0	37.6	42.3
9. North Okanagan	51.2	49.4	50.0
10. South Okanagan	50.0	50.0	50.0
11. S.O.L.I.D.	38.5	47.8	42.3
12. Boundary	26.7	48.8	43.0
13. Sechelt	N.A.	47.2	47.2
14. Cariboo	61.0	48.2	51.2
15. Vancouver Island	42.6	45.7	45.3
Total	46.0	48.4	47.7

The kinds of further education or training requested by the respondents are listed in Table III. Mechanical repairwork was the most frequently requested kind of training with 210 or 15.9 per cent of the total responses. This was followed in descending frequency by agriculture with 194 requests (14.7 per cent), academic education (10.8 per cent), and welding or machinist trades (10.7 per cent). Fifty-six respondents said that they would

TABLE III

KINDS OF FURTHER EDUCATION OR TRAINING REQUESTED BY RESPONDENTS IN FIFTEEN RURAL AREAS

	NO.	%
Mechanical repairwork	210	15.9
Agriculture	194	14.7
Academic	143	10.8
Welding and machinist trades	142	10.7
Electrical	76	5.8
Carpentry	64	4.8
Any training available	56	4.2
Professional occupations	53	4.0
Clerical	43	3.3
Business management	32	2.4
Miscellaneous	307	23.3
Total	1,320	99.9

take any kind of training program made available to them. In most cases, the request for further education or training was related to improving the competence of the individual in his present occupation. Farmers most often requested agricultural education, or wanted a course on mechanical repair-work so that they would be able to repair their own machinery. Future participation in adult education is apparently perceived by most rural residents as a means of advancing in an occupation, which is consistent with their motivation for current participation.[18]

VI

There is a wide discrepancy between the number of rural adults who participate in educational programs and the number who desire to continue their education. The data presented here suggest that some 100,000 rural adults want to participate, but only about 5,000 seem to be participating in adult education each year. The existing institutions and agencies offering programs have not been able to serve adequately the educational needs of the rural adult population.

Those rural adults who would benefit most from educational programs are the least adequately served. The poor and the less educated segments of the rural population participate the least, and it seems that they both reject and are rejected by the two agencies which provide most of the opportunities for adult education in rural areas. The night schools traditionally have offered courses designed for the middle class and residents of urban centres within school districts, while the agricultural extension service appears to contact chiefly the better educated and more prosperous farmers. Few educational opportunities have been designed specifically for the disadvantaged rural adult, thus the courses offered have little relevance or utility with respect to his needs and aspirations.

The existing agency with the greatest potential for offering programs to rural adults would seem to be the school district adult education programs. Night school courses could be decentralized more often to smaller communities using such facilities as community halls. Some courses might be offered in private dwellings to take advantage of informal interaction patterns within neighbourhood groups. Administrators of night school programs could also use a greater variety of instructional methods similar to those employed by the agricultural extension service. The widely dispersed nature of the rural population suggests that a greater use of individual

[18] Goard and Dickinson, *op. cit.*, p. 35.

methods as against the more commonly used group methods would increase the educational opportunities available to rural adults.

The content of rural adult education programs should provide practical assistance in dealing with problems posed by the rural environment. There is currently a need for education regarding land use planning and environmental control, while Austman[19] recently described an agricultural education program for adult farmers in which other farmers were used as the instructors and the program content dealt with such topics as land, livestock, and farm business management. Such programs can play an integral role in the social and economic development of rural people, but the existing programs and methods are not yet adequate to cope with the needs.

[19] H. H. Austman, "An Experiment in Agricultural Vocational Education," *Continuous Learning* (March-April, 1968), 7:67-70.

ENGLISH LANGUAGE TRAINING FOR IMMIGRANTS

J. DOUGLAS BROWN

Introduction

Every year, hundreds of New Canadians arrive in Vancouver eager to begin a new life, to benefit from and contribute to the community which they have chosen as their new home. Last year, approximately 22,000 immigrants were registered officially as having entered British Columbia, most settling in the Lower Mainland and, very likely, in Greater Vancouver. For most of them, it was a traumatic experience. Among the first of many crises and difficulties they must face are those of communication: they must quickly learn enough English to achieve minimal adjustment to a strange society. Even if they have friends of their own nationality they must learn the intricacies of new money and of shopping in a bafflingly different environment, of finding suitable accommodation, of enrolling their children in school, of travelling via public transportation, and so forth.

Since 1945, over three million immigrants have taken up a new life in Canada. Immigration on such a scale has had a dramatic effect on the Canadian mosaic. At the time of Confederation, the population of almost four million was largely British and French, with minorities of Germans, Dutch, Negroes, Spaniards, Portuguese and Chinese, while the three million immigrants who have settled in Canada since 1945 are made up of about fifty separate ethnic groups. The most superficial examination of these facts suggests the immensity of the problem; the process of adaptation and integration is bound to be an incredibly difficult one. It is not simply a matter of the new arrival adjusting and adapting to the Canadian (be it French or English) way of life: in many instances there is the problem of reconciling widely divergent cultures and facilitating free and friendly exchange between members of the new ethnic groups.

What happens when, for instance, the Jew and the Arab find themselves across the aisle in the classroom, or working the same shift at the logging camp? Black, red, bronze and white races are represented, and dozens of creeds and religions, to say nothing of languages and dialects.

Profile of One New Canadian Group

The Canadian Family Tree identifies ethnic groups from forty separate countries, excluding white English-speaking groups such as Americans, English, Scots, etc. and native Canadian peoples.[1] A study last winter of 280 students enrolled in night-school language classes offered by the Vancouver School Board revealed that thirty ethnic groups, not including French-Canadians, were represented. Whereas the Chinese failed to show up in the census of 1871, they are the largest single group in the study as fifty-six Hong Kong Chinese (20%) were recorded. The next two largest groups are German and East Indian, approximately 14% respectively. Immigrants from Japan, Yugoslavia and Portugal collectively account for about 20% of the total. That so many Yugoslavians appear in the group is of particular interest in view of the fact that in recent years there has been a notable decline in the number of persons emigrating from countries lying within the Soviet sphere of influence. Forty-five per cent of the group are Asians.

The group consisted of an almost equal number of males and females: 143 and 137 respectively. Age groups were categorized as those under 21 who are not high school students; young adults, 22 to 35; middle age, 36 to 50; and those over 50. As one might expect, the largest group, 200 of the 280, or approximately 74%, were in the young adult group. Only 11.4% (67) were under 21. The eleven who admitted to being over 50 demonstrate a good deal of courage in embarking on new careers at such a late stage in their lives and the adult educator should consider the special needs of a group such as this. Because they are older, they are apt to feel more sensitive about their inability to learn English, and sometimes they think they learn more slowly. The older students tend to become discouraged more easily and need sympathetic encouragement even more than their younger counterparts.

Of special significance to the adult educator, too, is the length of time the immigrant has been in Canada. A study in depth of immigrants by age and by numbers of years in this country and their degree of fluency would provide helpful information for those who program and who evaluate such language classes. Fifty-one percent of the group studied had been in Canada less than one year and ninety-one percent less than five years. Twenty-five (8.9%) have been in Canada for over five years. The needs and goals of the two groups are often considerably different.

Generally speaking then, the 'average' student in the program is a young

[1] Prepared by the Canadian Citizenship Branch, Department of the Secretary of State, Ottawa, 1967.

adult who has been in Canada over two months but less than a year. There is almost a fifty-fifty chance he will be Asian. If he is non-Asian, he will likely be either German, Yugoslavian or Spanish-speaking. Whatever his nationality, he will be highly motivated; his burning desire is to learn as much English as possible in the shortest time; he is apt to be unemployed; the economic slow-down has made it more difficult for him to find work, and many who were working have been laid off.

Needs and Goals

Needs and goals of New Canadians, broadly speaking, are economic and-or social. All immigrants are conscious that if they are to remain in a country where English is the language of commerce and business, they must learn it to a degree that will enable them to earn a living and to obtain and progress on a job. Many require proficiency to enable them to join professional organizations such as the B.C. Nurses' Association or the Canadian Medical Association, or to obtain a B.C. teaching certificate. Furthermore, to become a Canadian citizen, the immigrant must complete successfully a language and citizenship course.

Some of the needs are more personal. Many new Canadian have in school children who have become proficient in English and parents wish to learn English to maintain communication with the younger generation. Newly arrived women often wish to learn English in order to be able to do their shopping. Some wish to learn English so they will not be treated as foreigners. Still others have a spouse who is anxious to learn English so that both have equal facility in language. A significant number of the younger recent arrivals are anxious to enroll in high school, college or university programs at the earliest possible opportunity.

Language enables man to live in social groups and must be regarded as a social activity as much as a means of individual self-expression. While language can and does communicate facts, it has social utility; it is conversation which puts people at ease and enables them to live in harmony with one another. Because a New Canadian's facility, or lack of facility, in a language tends to put him in a social category, much is at stake for him in learning to speak English. This explains his strong motivation, for he knows where he is going and he need not be convinced by someone else of the importance of his gaining proficiency in the language.

Existing Adult Language Programs

The largest English language program in Vancouver is conducted at Night School by the Adult Education Department of the Vancouver School

Board at various high schools and community centres. The program accommodates approximately 2,000 students a year in two- or four-night-a-week sessions. With the exception of the basic four-nights-a-week classes which are of 1½ hours' duration, classes are two hours in length.

The Department of Manpower and Immigration sponsors a day program at Vancouver City College Special Programs Division which enrolls approximately 600 students per year. Classes last approximately five hours a day over a five month period. Immigrants receive a grant while attending these classes. In addition to the Manpower-sponsored classes, morning and afternoon ones are provided by the College for those who do not qualify for Manpower sponsorship.

The YMCA offers courses beginning in September, January and April, the number of classes depending on demand. Courses are slightly more expensive than those offered by the Vancouver School Board.

'School Canadiana', the school that burgeoned in response to community needs and was sponsored by First United Church and the Immigrant Services Committee, serves homogeneous groups of immigrants by providing day school language classes. It began two years ago by providing language and orientation classes for Italians. Last year, it was extended to groups of Chinese and Japanese and this year it was expanded to include groups of Punjabis. There are mothers' classes in pleasant surroundings, with baby-sitting services included.

In addition to the above programs, there are a number of expensive private language schools and small, private programs (usually church-sponsored) accommodating a small number of immigrants.

English Language Program

The English Language Training program is designed to give the immigrant adult student, as quickly as possible, the facility for communicating orally and for adjusting to life in a new environment. The immigrant needs to make a social adaptation and language training facilitates this. He will be better able to learn the language outside the classroom through contacts with and speaking to English speaking residents. Once the student has mastered the basic patterns of the oral language, he will proceed to instruction in the written language.

In the basic English for New Canadians Program there are three levels of instruction: *beginning, intermediate* and *advanced*. The beginners' classes are entirely oral; the intermediate and advanced are predominantly more written than oral. Primarily for reasons of faster social adaptation, the stu-

dent must learn to communicate orally as quickly as possible. Clifford H. Prator writes:

> The purpose of language is communicating. Until it is used for communicating ideas, it is not language but only parroting; yet many of the textbooks written by some of America's most reputable linguists make manipulative exercises galore, but the student is never allowed to have an idea he wished to convey, to find within himself the necessary words and the grammatical devices, to express his thought . . . . Manipulative language activities are those in which the sounds, words and structures are supplied to the student by teacher, tape recording or textbook. Communicative activities are those in which the student himself supplies the sounds, words and structures needed to express his thought. The emphasis is on putting thoughts into words rather than decoding the thought from the words. Manipulation may not involve successful decoding: that is, the speaker may or may not understand what he is saying. On the other hand, communication is always accompanied by understanding. The crucial distinction depends on where the words come from, rather than on whether or not they are understood by the speaker.[2]

The classroom activities for the beginning student will likely be arranged on a continuum between the two extremes: manipulative and communicative.

At the intermediate level, the students have progressed far enough with oral language to benefit from some reinforcement by graphic presentation. Class teachers at this stage present written forms to them after a degree of oral mastery has been reached. Most of the students make the transition easily because they already know how to read in their own languages.

To be registered at the advanced level, the student must be able to communicate easily in oral language and be able to read and write. The advanced course (English 29) is streamed into three levels; thus, a student may receive instruction fitting his requirements. Emphasis is placed on the written language, although oral work is not neglected. Written activities include sentences, paragraphs, essays, stylistics, use of reference material, revision, precis and report writing. Oral activities include discussion, retelling a story, role playing, impromptu speeches and oral delivery of prepared topics.

Having determined the approach, that is, the essential mixture between oral and written language, what techniques are likely to be found in use in the classroom? These will, of course, vary from teacher to teacher and from group to group since the needs and problems of the individuals of each group will differ. No matter what the level, the 'presentation, practice, remedial work' (listen, do, re-do) procedure is almost universally followed. Students learn to make simple statements, ask and answer simple questions and deal with simple requests and commands at the early beginning stages. The following is perhaps a typical learning encounter:

This is a chair (or door or window or wall).

[2] Clifford H. Prator, "English as a Second Language: Teaching," *Teaching English as a Second Language*, (ed.) Harold B. Allen, New York: McGraw Hill, 1956, p. 91.

What is that?
Is that a chair?
Yes, it's a chair.
Go to the chair. Please sit in the chair.
Are you sitting in the chair?
Is he sitting in the chair?

All students respond or repeat chorally, or they are asked to respond individually. If it is apparent that they have not learned, they are given some quick drill immediately. The rewards are immediate: the student is aware that he has learned or progressed in his speaking. The teacher will add to the rewards by frequently complimenting the student.

In a slightly more advanced group, pictures might be used to teach the differentiation between members of a family.

This is the mother. She is a woman.
This is the father. He is a man.
They are parents.
This is a boy. He is the son.
This is a girl. She is the daughter.
They are children.

This can be followed up with questions similar in form to those above. Members of the class can be asked to pose the questions to their classmates. Even at this stage of learning, it is important to ensure that what is taught has a bearing on the needs of the students. For example, one group of beginners was not very keen on being taught a nursery rhyme, valuable as such an exercise can be in teaching stress, rhythm, and the like. The students could not see its immediate application in their going into shops, or riding a street car and getting directions, or conversing with their fellow workmen.

It is imperative that students feel they are getting somewhere. By varying the techniques used, the resourceful teacher will ensure that there is no boredom and that students' progress is based on their own interest and pride in linguistic achievement. If, for example, tapes or films are used, they should be short and before the students have had a chance to tire of them something different should be introduced. Oral drills are particularly valuable because they lend themselves to many interesting variations and can be used at all levels. An oral drill is an exercise in which a student hears, learns, and masters a pattern, not as a parrot, but meaningfully *in terms of usage*. Such drills can be conducted on a choral or individual basis and a good oral drill lesson will use both responses. There is no better method of familiarizing

students with rhythms and intonation of English language. Unless the learner is exposed to the peculiar rhythm and intonation of Canadian English, he will find it almost impossible to relate the spoken and the printed word. Oral drill provides an opportunity to develop good pronunciation. There is usually a big difference between students' pronunciation of words after they have been presented with the word several times and their pronunciation of the word in normal use. Ernest Ramm, speaking in 1969 at the Third Ontario Conference for Teachers of English as a Second Language, had this to say regarding the use of oral drills:

> Surely our first aim in teaching English as a second language must be to help the student to communicate, to help him reach the point where he can understand what is being said to him, and where he, in turn, can be understood. He will not arrive at the stage of communication through learning rules of English grammar with their exceptions piled upon exceptions. He will not arrive at the stage of communication by writing charming little paragraphs. Nor will he arrive at the stage of communication through standing up in front of a class and stammering his way through an incoherent account of his journey to Canada . . . . I am insisting, and insisting as bluntly as I can, that these things will not help your students to develop and fluency in the language . . . . It is a means of infusing knowledge.

Even though a good deal of structuring is needed in classes, there is ample scope for imaginative and innovative teaching techniques. Since most immigrants will become Canadian citizens, some citizenship and culture might be included in the lessons. Some teachers of the classes under discussion have taken students to see live drama, have involved them in singsongs, and have taken them to restaurants where their knowledge of the language was put to a very practical use. There are inherent dangers in such activities: many students are wary of and resistant to any form of education which seems to be entertaining. Education, in their minds, must always be serious work. For many of them, past experience in education has involved writing. It follows logically to some students that if they are not writing, they are not learning.

In addition to the classes outlined above, there is an advanced class (English 99) which is conducted at Vancouver City College, Langara Campus, for students who plan to enter regular programs offered by the college, or attend University, but whose command of the English language is not yet adequate to ensure them success in these programs. English 99 is a course which gives students with language difficulties special training, with emphasis placed on oral communication, reading and writing in English. Students take three hours of instruction (one hour of conversation and two hours of literature, reading, writing, etc.) four days a week. Limited experience with students who have followed this pattern indicates a 50% pass rate among New Canadians in regular college English classes. Follow-up of later classes

will be necessary in order to evaluate the effectiveness of the course. What makes the total learning situation difficult is the fact that the students involved tend to stick together, often speaking their own language except when their language instructor is around. One was heard to say, "There's Mrs. —— and I can't think of a thing to say in English." The language lab is used in this course and is valuable in that it frees the instructor for more one-to-one relationships. However, Dr. Louis Chatagnier of the University of Montreal has warned that

> . . . one should consider the language laboratory as the passive extension of the teacher. It is necessary to convert passive learning to active learning otherwise the student could be compared to Pavlov's dog. The function of the laboratory is in ear training, discrimination of sounds, reinforcement, comprehension, and testing. A language laboratory could be likened to an oral library. The laboratory is to help teachers by releasing them from drill. However, only if properly prepared materials are available.[3]

In other words, a good teacher is irreplaceable.

The English Language Training program is flexible and is designed to meet the needs of New Canadians. Specialized courses are offered to groups of students with a particular need such as the class in Business English offered at John Oliver Night School. At the Special Programs Division, Vancouver City College, a specialized language course for nurses is offered. More recently, in response to a need to train recent immigrants on welfare because their command of the English language was not adequate for employment, a program in English Language Training for Qualified Tradesmen and Office Personnel was inaugurated. It is hoped a special course in English for professionals will be offered.

A Few of the Problems

The problems of evaluating students' needs for proper class placement, such as the group of 280 studied, are numerous. Not only do they represent some thirty ethnic groups; they vary from those who do not know a single word of English (many East Indians, for example) to those (like the Dutch, German or Swiss, for example) who might speak English quite fluently. Although some testing is done to determine the class level at which students should be placed, it is often necessary to make the placement after only briefly speaking to the individual and suggesting that he go to such-and-such a room. Such haphazard placement often results in considerable lost time and frustration to the student as he moves several times to other classes until he has found his level. It is vitally important that the New Canadian does not feel that he is being simply shunted around; because of his 'new-

[3] From a summary of an address given at the first Canadian Symposium on Applied Linguistics and Language Training held at the University of Ottawa, May 22-25, 1969.

ness' and 'differentness' he is already sensitive and any slight, real or imagined, is magnified out of all proportion.

It is an accepted fact that there must be behavior change involved in the learning of a new language. New language learners in the early stages are learning merely a language without a behavior pattern. Hence their language work is to some extent unreal and uninteresting. As they progress with English students must learn new behavior patterns and must adapt their behavior related to their native language to the new language. Because of varying cultural backgrounds, varying structures of native languages, and differing behavior changes required, there is perhaps some validity in establishing homogeneous learning groups. The behavior change problems, for example, of the Spaniard in comparison with the Punjabi will be very different. Homogeneous classes provide a more comfortable, relaxed learning situation since the members of the class are at ease. While this might be countered by suggesting that social adaptation is facilitated in heterogeneous groups, it is also true that students can learn much more in a relaxed learning situation and more quickly develop the skills to tackle the business of integration in the community. Logistics is the key factor: would it be possible to find students in sufficient numbers at the same level to form homogeneous groups? It would be worth considering and investigating, since such a grouping might better meet the needs of the students.

The question of paying for English courses for immigrants inevitably arises. Because Canada has so much to gain from immigrants in terms of culture, contributions to the labor and professional force, and in increased population, it seems impractical and very short-sighted to deprive any of them of the benefits of the language simply because they are unable to pay for courses. The Ontario Department of Citizenship, for example, pays for all the English language courses offered to New Canadians. Instead of the continual municipal-provincial-federal government hedging on the matter, it would be wise for the provincial government to make the necessary money available and then, if deemed advisable, negotiate with the federal government for increased grants. The gesture of providing free courses would have tremendous public relations value alone and would maintain the already high calibre of immigrants attracted to our province.

Obviously, for such a complex and extensive program well-trained teachers and administrators are essential. Dr. Robert B. Kaplan in the keynote address "On Language Learning and Language Teaching" delivered to the B.C. Association of Teachers of English as Another Language stated that

> Language teaching is a concerted attempt to restructure the entire personality of the learner. It involves communicating to the learner the phonology, the morph-

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> ology, the syntax, the lexicon, the semantic field, the rhetoric, the gestural system, the spatial systems, the cultural system, in fact the whole mentality of the speaker of the target language.

It is also implicit in Dr. Kaplan's remarks that the amateur cannot accomplish the task. The program can, then, only be successful in direct relation to the number of and the degree of training and competence of the teachers who perform the task.

A great deal is being done by the Vancouver School Board's Adult Education Division toward meeting the needs of language training for New Canadians. A group of dedicated teachers is competently providing the needed instruction and, in some cases, inspiration. However, there are also many people who would profit from some instruction, or from more instruction, who are for one reason or another not being reached. There are immigrants who believe that they are not being offered the kind of instruction which would benefit them the most. While it is not possible to please everyone, or design courses to suit individuals, every effort must be exerted to meet the diverse language needs of every New Canadian.

THE JUNIOR LEAGUE OF VANCOUVER

SUSAN T. LEPAGE

"Through a voluntary organization an individual commits himself to a specific goal and then undertakes some learning in order to render himself competent to achieve that goal. This has been and remains a mainstay of adult learning in Canada. It is quite fair to observe that, in the past, more adult learning has been accomplished in the voluntary sector than in any other . . . .
Voluntary organizations have been and will continue to be major agents whereby citizens can become more skillful and gain new knowledge and arrive at new levels of maturity. It is in the voluntary organizations that there is the maximum opportunity for combining individual growth with competent and consistent social adjustment."

from A White Paper on the Education of Adults In Canada, 1969

ONE SUCH voluntary organization is the Junior League of Vancouver. It is part of an international organization of young women in Canada, the United States and Mexico: young women who believe that they have a significant part to play in the betterment of their social and physical environment. Over 101,000 such women from the ages of eighteen to forty have chosen to become actively involved in the life of their communities by volunteering their time and talents to the service of their city through membership in the Junior League.

The involvement of the Junior League in adult education had its roots at the start of this century when the first Junior League was founded in New York City in 1901. A group of eighty young women concerned with the plight of slum dwellers in the city's lower East Side volunteered to teach young children and to carry out a program of friendly visiting to the families in the settlement area. Perhaps these modest efforts seem somewhat superficial and naive in this age of volunteer service on an almost professional level, but in the social context of those times it is more understandable. Many of these women, most still in their late teens, carried out volunteer work with the poor in the face of strong parental disapproval. Their education and sheltered lives had prepared them most inadequately to carry out even the simplest volunteer tasks. It soon became obvious that the gift of time alone was not sufficient to ensure a truly worthwhile volunteer contribution to society. Young women with time and ability should be trained for more meaningful service. From the recognition that good intentions alone were not enough evolved the Junior League principle of training for service.

Today there are 217 Junior Leagues in cities across North America of which eight are Canadian: Halifax, Montreal, Toronto, Hamilton, Winnipeg, Calgary, Edmonton and Vancouver. The Association of Junior Leagues of America was formed in 1921 to act as an advisory and consultative body, and to unite the member Leagues in their common purpose of training members for effective participation in the community through a program of education and volunteer service. In addition to providing consultative services to the individual Leagues, the Association acts as a resource centre for information and guidance in establishing educational programs and new projects. Each League, however, is completely autonomous and is responsive to the needs of its own community and it constructs its own program of training and service in accordance with those needs.

History

The Junior League of Vancouver originated in 1927 as the Junior Service Club with twenty-eight members. Volunteer work at the Crippled Children's Hospital and at a city orphanage was undertaken with funds raised at a dance and fashion show. As these early members became increasingly aware of the tremendous need for volunteer service, the organization was expanded. In March, 1931, the Service Club was admitted to the international Association of the Junior Leagues of America and the Junior League of Vancouver came into being with just over one hundred members.

During the Thirties, the League undertook a project at the Vancouver General Hospital to demonstrate the need for an occupational therapy program. Children's Theatre and hospital work were also popular projects of this period. Funds for the total volunteer program continued to be raised through the efforts of members. Dog shows, cabarets, puppets and even an air pageant provided necessary funds. A Thrift Shop was opened to offer low cost clothing to the needy and to raise funds for the League's projects. This shop is still in operation and, in 1970, it produced $19,000.00 for community service projects in the Greater Vancouver area.

The early Forties brought a natural surge of interest in wartime projects such as the Red Cross, St. John's nursing and sewing and knitting for service personnel. During this period, the League set up an information bureau to coordinate war work and civilian effort. This bureau was the prototype of the Volunteer Bureau which developed later in the decade. The previous variety of money-raising events was curtailed and the Thrift Shop and Cabaret became the permanent sources of funds.

One particularly outstanding project of the Forties was the League-

financed cultural survey of Greater Vancouver entitled 'Arts and Our Town'. In 1945, the League hired a professional to design the survey and to direct the necessary research to be carried out by a small group of enthusiastic members. This survey was a 'first' for North America and has served as a model for many other cities. In Vancouver, it also led to the establishment of the Community Arts Council the following year.

The arts and health fields were the source of many new projects in the Fifties. One of the most popular of these developed when the League offered to pay the salary of a docent for the Vancouver Art Gallery. At first, she taught art classes only, but the docent program soon expanded to offer tours of the Gallery's exhibits by specially trained members of the class. In 1970, over 11,000 people participated in these educational tours. In the health field, League volunteers staffed hospital clinics, worked with cerebral palsy victims and assisted teachers of the retarded and the deaf. They financed, equipped and staffed a Speech and Hearing Clinic at the Vancouver General Hospital.

The Sixties saw the birth of a very successful weekly activity program for senior citizens in six selected nursing and rest homes. A research study by Dr. J. C. Lagey, Research Director for the Community Chest and Councils, was financed to study the role of volunteers in the field of geriatrics. On the basis of his recommendations the program was greatly expanded. Volunteers for Seniors now serves thirty-six homes and the administration of the project has been turned over to the City Social Services Department.

Several other ambitious projects were completed during this decade: educational facilities for children were provided at the Vancouver Centennial Museum; a pre-school demonstration centre was launched in conjunction with the University of British Columbia; an experimental creative playground was built at the North Shore Neighborhood House; and assistance was given to establish a Child Psychiatric Consultation Service at the Vancouver General Hospital.

The start of a new decade finds the Junior League with its active membership of 250 involved in an increasingly broad spectrum of services: a sheltered workshop for women on welfare; a half-way house for young women recently discharged from prison; a tutorial program for children with severe learning disabilities; a program for probation sponsors and a school volunteer project, to name only a few.

Volunteer Training

The Junior League's goal of training members for responsible citizenship is coupled with the belief that the time women devote to volunteer service

must be a source of personal stimulation which gives them an opportunity to contribute to their communities. It is therefore the dual responsibility of the League not only to provide a framework within which each member may develop her own potential, but also to ensure that the programs of volunteer service in which she is involved are of a calibre, nature and timeliness which will contribute most effectively to her community.

These objectives are accomplished in several ways.

First: by inviting to membership young women known to be vitally interested in their community—young women who are willing to train for roles of responsibility and who have the time and desire to carry out the three-fold meaning of Junior League membership: education, participation and obligation.

Secondly: by requiring each new member, during her first year, to complete an intensive two-part training course.

a. The first part of this course focuses on the League itself and is designed to acquaint the new member with the structure, functions and goals of the organizations.

b. The second part looks outward to the community to increase the new member's awareness of the needs and resources of her city. Topics covered include Health, Welfare and Recreation, Cultural Growth, Civic Government, Industrial and Commercial Conditions, Education, Planning and Urban Renewal.

These training courses are conducted by experienced League members and utilize a variety of instructional techniques: lectures, panel discussions, field trips, seminars and research projects. Whenever possible, community leaders are involved as resource people in these training sessions.

Thirdly: by encouraging each new member to serve in several different volunteer areas during her first year of training. A member may also undertake additional training to fit her for a specialized volunteer job.

Finally: by offering to all members an on-going program of training and education which continues throughout her years of membership. League programs designed to keep the members aware of the changing conditions in the community and to inform them of the special qualifications and training needed to undertake new volunteer opportunities are:

Membership Meetings Guest speakers and films on topics of current interest (drugs, pollution, the crisis in the hospitals) are featured at the monthly meetings. The Public Affairs committee also reports regularly on crucial issues facing the city (rapid transit), on major proposals being

brought to the citizens for vote (school referenda), on reports of government commissions (Ouimet Report on Corrections) or on the latest proposals from the City Planning Department (proposals for developing False Creek).

Committee and Board Service Through service on the League's Board and Committees, a member has the opportunity to further her training. Positions such as Thrift Shop Chairman, League Treasurer, and Chairman of Community Research are good examples of positions involving the acquisition of new and specialized skills.

Several members each year are also invited to sit on the Boards of other organizations such as the Community Arts Council, Vancouver Vocational Counselling Service, Town Planning Commission, Woodland-Grandview Area Council and Family Court Committee.

Volunteer Service in the Community It is through volunteer service that a League member puts her training to the test. Annual interviews of all members by the League's Placement committee assist the individual to choose the opportunities best suited to her interests, abilities and available time.

League Projects Developing a League project from its earliest stages can be another vehicle for the implementation of training. The League defines a project as 'a planned undertaking which either initiates or extends a community service'. The League membership commits itself to volunteer placement as well as to administrative and financial responsibility for the projects it initiates. Much research and organization goes into the planning of such a project and into the development of any necessary training or orientation courses to fit the volunteers for the job.

Newssheets and Magazines 'News and Views' is the local League newssheet which features articles of current interest, information about placement and proposed projects, reports from Community research and other committees and also outlines of special courses and lectures offered within the League or in the community. The international magazine, *The Junior League,* features articles on outstanding League projects and programs and gives information on what individual Leagues are doing to alleviate problems in their city.

Association Services Seminars, conferences and technical workshops are offered to local Leagues who request them from the international Association. A Finance seminar may be presented for training a group of League Treasurers and their assistants. Several Visual Arts seminars have been held in various sections of the country, and the Association is currently experi-

menting with an exciting new idea—the Community Leadership Seminar—financed by a grant from the Sears Roebuck Foundation, which aims to train volunteers, professionals and community leaders to work together for the solution of their community problems. The pilot seminar was held in New York City early in 1969 and was so successful that others have been planned across the country to provide a full-scale training program.

Volunteer Training Courses The range and scope of the educational program for volunteers is very broad. An increasingly large number of members each year request education and training to fit them more adequately for the volunteer jobs they undertake. The Consultant on Education for the Association provides much valuable guidance to the individual League interested in setting up a needed training course. She does not merely advise Leagues on training for their projects, but rather offers them general services in adult education. Examples of these courses and projects are discussed in the following section.

Courses and Projects

Since its inception the Junior League of Vancouver has initiated many specialized courses and projects for its members, and, more recently, nine for the general public. Once established, many of these projects are assumed by another organization although League members may remain actively engaged as volunteers.

Vancouver Art Gallery Annual grants to cover the salary of a docent and to further the educational program of the Gallery have been made by the League since 1945. The docent developed a year-long course to train Junior League volunteers to act as guides for tours made by students in Grade six and seven. The basic course consisted of one lecture per week, assigned reading, and attendance at special orientation sessions prior to the opening of each new show. The lectures covered the history of art, characteristics of the various periods, biographical material on prominent artists, information on a variety of art forms as well as tips on the successful handling of a group of enthusiastic young students.

For the past few years, a shorter course has been offered to both the Women's Auxiliary to the Gallery and to the Junior League so that docents could actively tour sooner. Since the inception of the program, well over four hundred docents have been trained. The Gallery has now assumed full financial responsibility for this branch of its educational program and the course is offered free to interested members of the general public.

Puppets Since its earliest days the League has been involved in children's theatre in one form or another. The Vancouver League Puppeteers

were founded in 1949 and they successfully produced simple shows for many years. They trouped regularly to children's hospitals, retarded children's classes, community centres and day care centres. Over 2,000 children saw these shows each year. As the demand for shows increased and news of their activities spread, the League began to receive requests for advice from many community groups interested in producing puppet shows.

Feeling themselves unqualified to offer professional help, the Puppeteers requested assistance from the International Association's Consultant on Puppetry. The League financed his visit to Vancouver in January, 1961. He conducted a full three-day workshop on all aspects of puppetry; puppets not only as a means of entertainment but also as an educational tool. Their use in speech therapy, physical therapy and in work with emotionally disturbed children was covered. Many community groups were invited to send representatives to the sessions and the response was so overwhelming that the workshops were oversubscribed. As a result of this enthusiasm, the League helped to organize a local branch of the Puppeteers of America (called the Vancouver Guild of Puppetry) to coordinate all puppet activity in the area. Through this organization, many new puppeteers are trained each year. In addition, professional therapists and teachers receive help in the effective use of puppets in their program.

Vancouver Public Aquarium Early in the 1960's, a docent training course for volunteers from the Natural History Society was offered at the Aquarium. With the granting of Junior League funds for the salary of a permanent Education Supervisor, and with the interest of a large group of League volunteers, the training course was expanded. This expansion made it possible to undertake a greatly increased number of tours for elementary school children. Recently, specialized training has been offered to a small group interested in working in the Aquarium Laboratory with a class of grade eleven students. The course at the Aquarium is an intensive one. Three morning lectures per week for three weeks are designed to familiarize the volunteers with the displays in the various sections of the Aquarium (tropical fish, whales, B.C. waters, etc.), and to increase their technical knowledge. This course is free and open to the public and it attracts large numbers of interested citizens each year. Each year, over 15,000 children are toured by 150 specially trained docents.

Centennial Museum In 1964, the Junior League became interested in setting up an education program at the old Hastings Street Museum—a program that would offer docented tours in much the same way as at the Gallery and the Aquarium. The original course was developed by a small

group of enthusiastic League members. It was based on ideas obtained from their interviews of school teachers and from their observations of the interests of the grade four children who were to be the focus of the project.

The program expanded rapidly in its first three years with many more requests from schools being received than tour guides were available. The project really caught fire, however, with the completion in 1967 of Vancouver's Centennial Museum Complex and with the development of a professionally planned course open to the general public. The Junior Museum Room was the centennial gift of the Junior League of Vancouver and $30,000.00 was provided for the equipment and educational materials for the room. In addition, funds were granted towards the salary of a Museum Supervisor and towards a very specialized six-month training course for her in Fort Worth, Texas.

The professionally planned course now offers volunteer tour guides a wide choice of interests ranging from archaeology and geology to general tours on Indian artifacts, and from Maritime Museum displays to the special Junior Museum program. At present, two lectures per week for six weeks are conducted by the Education Supervisor, members of the museum staff and by specialists from the universities. In addition, volunteers are expected to make use of the Museum Library to further their chosen specialty and to add to the material presented at the lectures. Meetings are held several times each year to keep the docents up-to-date on recent acquisitions and to discuss ways of up-grading the course.

Children's Aid Society In 1968, $6,000.00 was granted to the Childen's Aid for the salary of a Volunteer Coordinator. A further $6,000.00 was contributed to this salary over the next two years. Both the Junior League and the Children's Aid Society firmly believed that trained volunteers could be used successfully to lighten the heavy load of the professional case worker. It was felt that a three-year pilot project would prove this and that the entire responsibility could then be born by the C.A.S.

In the first year of the project the Volunteer Coordinator planned an orientation course for thirteen Junior League volunteers to fit them for service as case aides, intake workers, interviewers or placement workers. The agency's Executive Director and the heads of the various departments gave lectures one morning per week for the first month. These sessions covered such topics as adoptions, prevention, protection of children, unmarried mothers and agency resources and policy. This was followed by tours of the Society's facilities including group living homes, a foster home and the headquarters itself. A film on the work of a Children's Aid Society was also

presented. The training wound up with an interview of each volunteer prior to her assignment to an area where her special abilities, aptitude and interest could be of the greatest value. Extra hours are often devoted by the Coordinator and the social workers to train a particular volunteer for a specialized job (therapy with an emotionally disturbed child or counselling for an unmarried mother). At present, approximately 250 volunteers of all ages and from all walks of life are serving with the Children's Aid Society of Vancouver.

School Volunteers In September 1968, the Junior League initiated a pilot project for the City of Vancouver by granting $9,270.00 towards the salary of a Coordinator of Volunteers and by providing a small group of volunteers to be trained as teacher aides in two selected elementary schools. The training program was developed by the Coordinator in consultation with principals, teachers and the volunteers themselves. Following a series of four lectures covering recent trends and developments in primary education, the volunteers began work with an individual teacher who might give additional in-service training. Training and orientation for the teachers in the effective use of volunteers was also an essential part of the program. The original training course was for twelve Junior League volunteers but its success has been so overwhelming that volunteers from the community are being recruited ten months of the year. In the fall of 1970, over eight hundred such volunteers were working in Vancouver schools and the program has spread to other British Columbia centres.

Crisis Intervention and Suicide Prevention Centre While not exclusively a Junior League project, the Crisis Centre was given a big boost by a League grant of $5,000.00 per year for two years to go towards the salary of the Executive Director. Appeals for funds from the general public were coupled with an appeal for volunteers to man the Centre's phone lines. Both League and community volunteers were included in the initial project.

Four training and orientation lectures were presented covering drugs, youth, suicide, community resources and Crisis Centre history. The volunteers were then divided into small groups of six to eight. An experienced volunteer, using the technique of role playing, helped the trainees to gain experience in handling crisis calls. In these sessions, stress was placed on answering techniques, general procedures to be followed, use of the resource file and just 'learning to listen'. Tape recorders also aided this very practical part of the training. Following two observation shifts and an interview by the Executive Director, the volunteer is ready to undertake a four hour shift on the phone lines. Generally, university students handle the

eight-hour night shifts and weekend calls while housewives and retired men and women cover the day shifts.

Probation Sponsors In September 1970, another pilot project was undertaken in cooperation with the Provincial Department of Corrections (North Vancouver District). The Junior League granted $5,000.00 per year for two years towards the expenses and salary of a Coordinator of Volunteers. It was felt that carefully selected and screened volunteers could be trained to act as Probation Sponsors to assist the Probation Officers with their extremely heavy case load. This pilot group would work with young offenders from the ages of ten to eighteen.

The coordinator and his assistant, a probation officer, designed three evening orientation sessions for the volunteers. These covered the background and philosophy of probation and corrections, the role of the volunteer and the nature of his work, and the resources of the community and the Corrections Department. Visits were made to a Family Court and to a correctional centre. Two films on youth in trouble were presented for study and discussion. An individual interview completes the training and is considered a most essential aspect of the program. Matching the right sponsor with the right child is obviously vital to the success of the project. By December 1970, approximately forty-two volunteers will have completed this training and will be serving as probation sponsors.

Learning Disabilities Clinic Dr. Carl Kline, Child Psychiatrist and Director of the Learning Disabilities Clinic at the Vancouver General Hospital, requested help from the Junior League to provide special tutoring for children with severe learning disabilities. The proportion of school children with some form of reading disability is as high as twenty-five percent. There are simply not enough professional therapists to work with these children and the cost is prohibitive for many families.

This experimental project began in September 1970 with twelve League volunteers undertaking a training program with a group training to be professional tutors. The course was an intensive one—six hours per day for five days. Volunteers attended lectures by Dr. Kline, they listened to tapes, they observed at the Clinic in the hospital and also did a great deal of individual study. Specialized teaching techniques were practised with the help of workbooks and manuals under the guidance of a trained therapist.

The volunteers are now working with individual children a minimum of two to three hours per week. Dr. Kline hopes that the use of volunteers as therapists will prove successful and that they will be able to use their training and experience to train future volunteers.

Other Projects All League members contribute a minimum of a half day per week in volunteer service. The areas in which they serve are very diverse, but it is increasingly true that almost every placement involves at least some form of training, education or specialized orientation. Some current programs which have not been outlined in detail but which do fall into this category include:

Medical Genetics Volunteers assist lab technicians by cutting, grouping and setting chromosomes on cards from film.

Bloedel Conservatory Volunteers conduct tours with students in grades four to seven.

Gastown Workshop Volunteers work with women on welfare in a sheltered workshop setting.

Elizabeth Fry Society Home Volunteers work on a one-to-one basis with female offenders age eighteen to thirty.

Handicrafts for Homebound Handicapped Volunteers work in a sheltered workshops with a supervisor-instructor and clients, and they design saleable items for production by the handicapped.

Nasaika Lodge Volunteers would plan and carry out a recreation program for young Indian girls attempting to adjust to urban life in this proposed project.

Conclusion

The Junior League is vitally concerned with its relevancy as an organization in the complex world of today. There has been a surge of membership interest in learning more about the inner city community and its pressing problems, and a corresponding desire to serve that community in a more meaningful way. The Junior League must respond to demands for greater involvement by providing an ever-widening variety of training and education in increasingly more specialized fields. An adult learning program which evolves and changes in response to the changes in the members' attitudes and in society itself is essential to the organization's appeal to new members and to its success as an effective force for needed change in the community.

Despite the upheaval and change in our society, it seems clear that the voluntary organization will become an increasingly significant factor in the field of adult learning. The predicted increase in leisure time and the growing sense of social responsibility on the part of the young will draw large numbers of people to such organizations. These concerned citizens will not be satisfied with token membership. They will demand greater involvement and increased opportunities for service and for self-enrichment.

The challenge is there. In order to respond to this new awareness and concern, voluntary organizations must be prepared to offer broader adult learning programs—more sophisticated programs that respond to and reflect the complexities of modern society. The contributions in adult education that have been made by these organizations must be accepted as one of the major areas for adult learning and the young citizens of today need to be accurately informed about them. The voluntary organization has a truly unique contribution to offer to the continuing education of adults.

THE COMMUNITY CENTRES OF VANCOUVER AND THEIR ADULT ACTIVITIES

JAMES E. THORNTON

Introduction

The community centres of Vancouver are excellent examples of the results that can be obtained by community development and action. The structure and program of these centres are the results of continuing local initiative and co-operative action of individual citizens, local interest groups and clubs, and the several levels of government. Adult education is concerned with the skills that must be learned to establish these community centres. It is also concerned with the adult learning opportunities provided by the centres' activities.

This article briefly describes the history, organization, adult education activities and participation patterns of the Vancouver Community Centres and Recreation Projects.

Early History

An editorial in *The Daily Province* of Vancouver in March, 1939 noted that there was 'a movement on foot in Vancouver looking to the construction of community halls.' In part, the editorial said,

> The movement is worthy of every encouragement. More almost than anything else that can be named, Vancouver lacks a genuine civic spirit. The city has grown rapidly. People have come from all over and have not learned to pull together toward agreed objectives. They need experience in working in union, and community centres can give them that experience. The centres will develop community spirit, and out of the community spirit a civic spirit should grow. The development of a civic spirit may be taken as the ultimate or ideal end in establishing community centres. There is an immediate and practical purpose too. There has, in recent years, been an increase in leisure—much of it, unhappily forced leisure. People, young and old, are at loose ends. They do not know what to do with themselves. They have no money for hobbies. They have nowhere to go. Community centres would afford these people places of assembly, places for sport and games, for concerts and entertainment, for dramatic and literary effort, for local exhibitions of one sort or another.

Many community halls were established during the next few years throughout the city, although the war impeded their growth. These halls were established almost entirely through local citizen initiative and financing, as little government support was then obtainable.

The sense of community was strengthened by these community halls dur-

ing the war years as many served as centres for war relief work, Red Cross and civil defence, and many other activities related to the war effort. As a result, citizen groups were formed in several communities for the specific purpose of obtaining a community building for indoor recreational activities. Between 1943 and 1945 community centre associations had been formed in the Marpole, Sunset and Kitsilano areas of Vancouver. The Vancouver Board of Parks and Public Recreation first entered the community centre movement when it made space available to the Marpole Association in a house purchased by the Board. By 1950 some thirty community centre associations had been formed in Vancouver.[1]

In 1945, a Provincial Government Advisory Committee report added impetus to the interest in indoor recreation and proposed that the city of Vancouver be divided into twenty social areas for this purpose, with community centres in each area. "However the Committee did not suggest any practical method of financing the buildings."[2] Ultimately, means were found through the 'local improvement' provisions in the City's Charter for funding the construction of centre buildings.

In response to many enquiries for help from recreational leaders in the province a Community Centre Institute was sponsored by the Department of Social Work and the Extension Department of the University of British Columbia in January, 1946. The Institute informed participants about assistance available for organizing and funding local building programs.[3] At the conclusion of the Institute an interim committee was elected from among the participants in order to study the need for a province-wide community centre association. The B.C. Community Centre Association resulted. At about this time the Greater Vancouver Community Council was formed as interest and co-operation for community centre planning developed.

Between the years 1948-1950 the Marpole, Sunset and Kitsilano Associations had raised sufficient monies to construct their buildings through special fund-raising projects: from local money by-law authorizations, from allocations of the Parks Board and from the provincial government grants. The Parks Board and each Association cooperated in the design of the buildings; however, the Parks Board was responsible for supervision of their construction. Table I summarizes the funding arrangements for centres

[1] Editorial, *B.C. Club Review*, No. 12, June 1950, p. 8.
[2] Marshall Smith, Director of Recreation, Board of Parks and Public Recreation, Vancouver, B.C. Bulletin on "Community Centre Information for Newly E'ected Community Centre Association Board Members and Associated Personnel," February 13, 1968.
[3] Elizabeth V. Thomas. "University of British Columbia Community Center Institute," *Canadian Welfare*, Vol. XXII, No. 1, April 15, 1946, pp. 8-12.

established by 1970 and identifies those centres pending construction or not authorized.

The philosophy that shaped early programming in the community centres was summarized in a newspaper article several days before the first by-law elections in 1948. In part the article stated that community centre programs should develop around the basic needs for "instruction in the arts and crafts for all age groups; social recreation to promote fellowship among people in a community; opportunities for moving from one level of achievement to another; opportunity for exercising the fundamental need for physical activity; mental recreations through such activities as debates and open forum; opportunity to express concretely the human desire to create; a development of the sense of service by group work; and relaxation, which may assume various forms for different individuals."[4]

TABLE I

COMMUNITY CENTRE FUNDING*

CENTRE	BY-LAW† DATES	BY-LAW† AMOUNTS	ADDITIONAL FUNDS ASSOCIATION/ PARKS BOARD (50/50)	ADDITIONAL FUNDS PROVINCIAL ELDER CITIZEN GRANT
Marpole-Oakridge	1948	$ 60,000	$40,000	—
	1952	200,000	—	—
Kitsilano	1948	100,000	—	—
	1950	50,000	40,000	—
Sunset	1948	140,000	40,000	—
Kerrisdale	1950	375,000	40,000	—
	1967	200,000	—	22,582
Hastings East	1954	213,674	40,000	—
	1965	60,000	8,000	30,000
Dunbar	1956	292,417	40,000	—
Killarney-Fraserview	1960	700,000	80,000	16,475
Renfrew	1961	600,000	—	24,292
Grandview	1961	600,000	—	15,424
Mount Pleasant	1965	350,000	—	33,762
Vancouver Central	1965	450,000	—	44,922
West Point Grey[a]	None			
Vancouver West End	1968	2,000,000	—	—
Vancouver East[a]	None			

*Source: *Vancouver's Parks and Recreation 1970*, Board of Parks and Recreation, City of Vancouver Annual Report, p. 33.
† Excludes Ice Arenas and Swimming Pool By-laws.
[a] By-laws not authorized, but funds have been obtained for program facilities from other sources.

During these formative years, the local community centre associations and the Parks Board had to deal with many crucial problems associated with organizing and funding their building programs, obtaining local money by-law authorizations from voters, establishing voting districts that defined the community centre region, developing and training staffs, and establishing agreements outlining the organizational and administrative relationships

[4] Marian Angus. "Fuller Life for Young and Old," *The Vancouver Sun Magazine Supplement*, Dec. 4, 1948, p. 3.

between them, and many others. Even though financial problems, misunderstandings and disagreements may have seemed insurmountable at times, there are at present ten organized community centres and four recreation projects operating in the city. In Vancouver recreation projects are located in areas where funding or construction authorizations for a building are pending.

Organization and Administration

The community centres and recreation projects are jointly administered by the Parks Board for the City of Vancouver and by the local community centre Association. A formal agreement signed by the Board and Association stipulates their respective duties and responsibilities in the operation of the centre building and program of activities. Recreation projects programs usually are conducted in space rented from schools, churches or halls in the area.

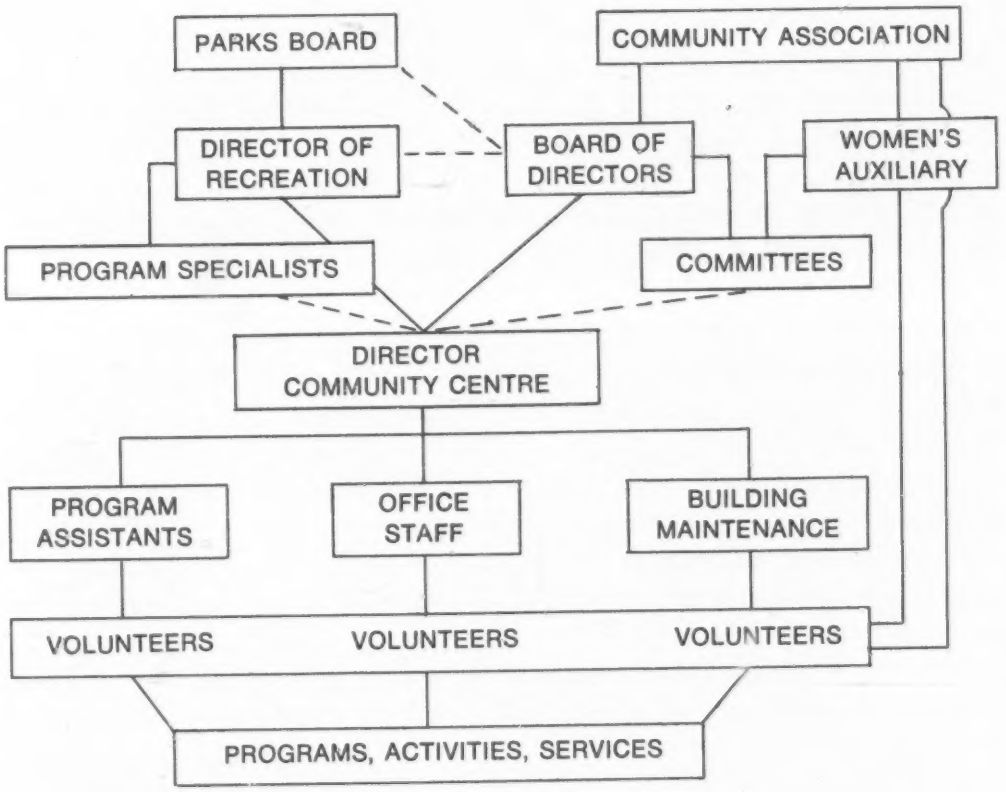
The Parks Board is responsible for the control, care and maintenance of the centre building. The centre's director and staff are appointed by the Board with the concurrence of the Association. The operating budget for the costs of the staff, the program of activities and the building is determined jointly by the Parks Board and Association. The Parks Board is represented by a voting member on the Executive and Management Committees of the Association.

With the assistance of the Centre's staff the responsibilities of the Association are to program and to operate the activities of the centre or project. The Association is authorized to rent the building to other community groups subject to conditions in the agreement, and they are to use these funds for equipment, furnishings and miscellaneous program expenses such as team fees. The Associations secure revenue through membership fees, fund-raising activities and rentals.

About 75% of a centre's or project's budget is provided by the Parks Board with the balance raised by the Association. The Association is responsible for furnishing the building, for recreational equipment and sponsorship fees in sports events, for janitorial expenses and for office expenses of the Association. Currently, the community centres and projects receive some direct provincial recreational and senior citizen grants which make it possible to offer programs without fees to senior citizens.

If there should develop disagreements about the program or some aspect of administration the final arbiter will be the Community Affairs Committee of the Parks Board. A typical organizational chart for a community centre or project is provided by Figure I.

FIGURE I



Membership Fees

A nominal annual membership fee is charged by most community centres and recreational projects. The fee is usually $1.00-$2.00 for youth and single adults with a family membership for parents of children under 18 of $3.00-$5.00. Hastings and Vancouver Central charge a $.25 and $.50 fee respectively for youth. Fees provide minimal additional income to the association; however, these fees are not to be used as a general fund-raising device as outlined in the agreement. The fee entitles the individual or family members to utilize all facilities of the centre and to attend or enroll in any centre activity. At present, the West Point Grey and Vancouver West End recreation projects do not charge membership fees although they charge activity fees for most of their programs.

Some activities require an enrolment fee when necessitated by the cost of materials, equipment or leadership. As a general rule recreational activities are free to members with the exceptions of activities like skiing, swimming, skating, and sports clubs. Instructional activities such as arts and craft

courses, language instruction, and music and dance classes have enrolment or session fees.

For most adult activities all persons 19 years of age or older are eligible to participate. Some activities are specifically designed for 'family' or for senior citizens' participation. In the Mount Pleasant and Dunbar Centres those aged 16 years and older are included in the schedule of adult activities, while in the Sunset Community Centre those 13 years of age and older are eligible to participate in a few adult activities. Senior citizens are encouraged to participate in all adult activities and most such activities are free.

Attendance and Membership

Based on November 1970, as a typical month in the fall program for the centres and projects, participation data of membership and attendance are summarized in Table II. The age groupings used are arbitrary in order to accommodate the different age groups used by some centres and projects in their monthly reports. In the adult category, for example, only five monthly reports identified adults over 51, while only one centre reported data for specific age groups between 19 and 51. As a result, information is not available as to the differential effects of age on attendance and membership.

Only for the Kerrisdale Community Centre are the membership and attendance distributions similar. For the other centres and projects there does not appear to be a close relationship between attendance and membership. Adult attendances are highest in the Vancouver West End Project (59.4%); however, the adult membership has not been reported. The Vancouver East Project has the lowest adult attendance (1.9%) and membership percentages (4.1%). Where adult memberships are high, for example in Dunbar, Killarney-Fraserview, Mount Pleasant and Hastings, adult attendance is below youth attendance, as these centres appear to attract more family memberships.

In Vancouver's West End, a 1966 study estimated that about 45% of the population was over 45 years of age and 77% of the family units were without children. The most rapidly increasing group was that of the single adult between 20-24 years of age.[5] About 51% of the males and 72% of the females held professional, technical, managerial, sales and clerical jobs.[6] At present, most of the activities in the West End project are directed to the over-51 age group and this group accounts for 46.1% of all the attendance in project activities.

[5] R. W. Patillo. *The West End of Vancouver, 'A Social Profile'*, United Community Services of Greater Vancouver Area, June 1969.
[6] B. W. Mayhew. *Local Areas of Vancouver*. United Community Services of Greater Vancouver Area, January 1967.

TABLE II

ATTENDANCE AND MEMBERSHIP PATTERNS BY AGE GROUP*

CENTRE	TOTAL ATTENDANCE	CHILDREN (0-8 YEARS)	YOUTHS (9-18 YEARS)	ADULTS (OVER 18)	ADULTS (OVER 51)§	TOTAL MEMBERSHIP	CHILDREN (0-8 YEARS)	YOUTHS (9-18 YEARS)	ADULTS (OVER 18)	ADULTS (OVER 51)§
Marpole-Oakridge	8482	14.3%	35.8%	49.8%	NR	1262	28.5%	25.8%	45.6%	13.9%
Kitsilano	8217	14.7	38.0	47.3	NR	1627	41.0	20.1	38.9	NR
Sunset	7630	20.5	49.0	30.5	11.2%	1056	22.1	27.7	50.2	15.5
Kerrisdale	18521	15.6	31.8	42.6	10.7	3831	17.2	33.9	48.9	11.1
Hastings East	10468	16.1	44.9	39.0	NR	1801	14.5	33.7	51.8	NR
Dunbar	12903	29.1	42.9	27.9	2.6	3619	23.1	24.9	52.0	0.1
Killarney	18746	21.8	68.2	10.0	2.5	8690	20.3	27.4	52.3	2.0
Renfrew	11951	16.8	40.3	42.9	NR	1347	25.7	35.0	39.3	2.6
Grandview	23940	26.5	53.8	19.7	NR	2210	25.1	37.6	37.2	4.6
Mount Pleasant	8224	25.5	40.2	34.2	NR	1217	18.1	28.4	53.5	9.2
Vancouver Central	10915	24.8	54.4	20.9	NR	NR				
West Point Grey	3513	30.9	43.8	25.3	NR	1110	21.9	36.0	42.1	NR
Vancouver West End	6260	10.1	30.6	59.4	46.1	NR				
Vancouver East	10797	38.8	54.3	1.9	NR	394	20.3	75.6	4.1	2.0

Source: Community Centre's Monthly Report to The Director of Recreation, Parks Board.

*Attendance in rental activities and complimentary membership not included.

§The figure in this column represents the reported attendance or membership percentage for those over 51 years of age when the data have been so identified in the monthly reports. In all cases this figure is included in the over-18 column percentage and is not in addition to that column figure.

NR Not Reported.

The adult population in the Vancouver East Project area, on the other hand, is characterized by higher rates of unemployment, by lower occupational status, by lower levels of educational attainment, and by unstable family situations all apparently detrimental to community centre participation. This is apparent in the adult low attendance and membership percentage for Vancouver East.

Similar social and economic explanations can be found for the Kerrisdale, Dunbar and Kitsilano areas where adult populations have above-average levels of education and income, are engaged in higher-status occupations, and are composed of relatively stable families. For the Dunbar Centre, though, adult memberships are higher and attendance percentages are lower than for both Kerrisdale and Kitsilano, while the youth membership and attendance percentages are higher than in these two. This suggests a greater number of family memberships with young people attending but not parents. Kitsilano is a community in transition and is composed of a highly mobile young adult population, both single and married. This is reflected in the 41% child membership and the 38% adult membership.

These attendance and membership patterns need to be analyzed in greater depth with regard to:

1. familial differences
2. values given to leisure activities
3. competing programs in other community agencies
4. retention rates in recreation activities
5. size of activity group
6. types of activities
7. public opinion of the centre and program
8. emphasis on youth activities
9. time schedule of activities
10. special family activities

It would be useful to know what proportion of the adult membership is in the various stages of adulthood. This understanding would be particularly informative for the years between 19-30 when it might be expected that most young adults would engage in recreational activities as compared to those between 30-55 years of age who might be expected to engage in educational activities. Ideally, the relationship between membership and attendance should be close. For example, in Dunbar and Kerrisdale the proportions of adult memberships over 51 years of age are 1% and 17.9% respectively, while the attendance rates are 2.6% and 10.7% respectively. All other things being equal, this distribution of membership and attend-

ance percentages by age groups also should be similar to the distribution by age groups of each area's population. This is not so, and it is possible that other agencies such as public schools or the YMCA-YWCA are providing activities to some adults in these various communities.

Adult Activities

The activities and facilities offered by the centres and projects influence their membership and attendance, and vice-versa. If activities are directed towards a specific age group, it will join and attend, and as participation increases additional emphasis is apt to be placed on these activities. This is the dilemma faced by centre and project staffs as they attempt to develop a balanced schedule of activities for each age group.

The agreement drawn up by the Community Association and the Parks Board provides a suggested list of adult activities to be included in each of the local programs. These activities are:

Badminton	Square Dancing	Hobby Clubs
Volleyball	Social Dance Clubs	Public Speaking
Table Tennis	Club Meetings	Debating Clubs
Bridge and Whist	Arts and Crafts	Chess and Checkers
Choral Groups	Sewing Clubs	Recitals
		Dramatics

Within these guide lines, the final program of activities is cooperatively developed by the operating staff and the Association's Executive Committee. The completed program is submitted to the Director of Recreation, Parks Board, for final approval in early September each year. In the event of disagreements the Community Affairs Committee, Parks Board, makes the final decision.

The final adult program offered is more extensive than the above list indicates. Table III reports the types of adult activities scheduled by the centres and projects during their Fall 1970 program. The categories used for the table were arbitrarily established by this writer for convenience in simplifying the listing, as there are almost as many different names used for activities as there are activities. For example, Figure Control includes Modelling and poise, rhythmic exercising, weight watchers and T.O.P.S., while Keep Fit includes general exercising, jogging, cycling and ski conditioning.

It is possible that additions or deletions occurred in these activities so this summary should not be interpreted as an accurate inventory. Furthermore, this fall-winter schedule will differ from the spring or summer schedule; however, the adult activities reported are typical of a fall schedule. There are thirty-seven offerings by the School Board out of some 630 adult activities, and of these thirty-seven, fifteen were in dressmaking.

Community Centres of Vancouver and Their Adult Activities

Although many similar activities are offered by the centres and projects, there are some unique programs to be found in some centres such as International Cooking, Language instruction, and Craft courses. There are probably many reasons for these activities appearing in a particular centre or project. Among these are the special interests and talents of the staff, the interests and requests of adults in the area, and the absence or availability of competing courses in other community agencies.

TABLE III

CATEGORY	TYPE OF ACTIVITY	NUMBER REPORTED
Adult Social.	Happy Hostess, Drop-Ins, Coffee Hours, Reading Room and Bingo games	53(2)†
Archery.		5
Art.	Painting, design and sculpture	24 (8)
Body Building.	Weight lifting	21
Bowling.		20
Boxing.		2
Card Games.	Bridge and whist both as lessons and organized games, chess	53 (3)
Crafts, General.	Batik, tie dying, glazing, pottery, ceramics and weaving	42 (3)
Crafts, Special.	Lapidary work, carving, silversmithing, driftwood, candlemaking, Japanese flower arranging, upholstery	33 (1)
Discussion Groups.	Current affairs, family topics, and Topics Unlimited	9
Dance.	Social dances and lessons, jazz dance, ballet and square dancing	25 (2)
Drama.		9
Dressmaking.	Sewing, crochet, needlecraft, tailoring and fashion clubs	21(15)
Figure Control.	Modelling and poise, rhythmic keep-fit, weight watchers and TOPS*	25
Golf.		12
International Cooking.		10
Judo and Karate.		19
Keep Fit.	Jogging, cycling and ski conditioning and general exercising	54
Language.	English for New Canadians, French, German and Spanish lessons	20 (3)
Music Lessons.	Guitar, piano and recorder flute	13
Music Groups.	Orchestra, choral and chorus groups	5
Other Physical.	"Open gym", handball, squash and shuffleboard	47
Skating.	Ice and roller skating	4
Swimming.	Skin diving and Special Swimming	21
Tennis.	Court and table tennis	3
Team Sports.	Basketball, badminton, volleyball and hockey (both floor and ice)	64
Yoga.		16
TOTAL		630(37)

*Take Off Pounds Sensibly
†Figures within parenthesis indicate number of courses conducted by Vancouver School Board Adult Education Program in cooperation with the Community Centres.

Many of the activities qualify as adult education as well as recreation, for they require knowledge about how adults learn and about adult instruction, and they must be conducted in a systematic manner for desired learning to

occur. Such activities as dressmaking classes, arts and crafts courses, discussion groups, music lesson, and language instruction are established as 'learning events' with the instructor and participant anticipating that learning will occur.

There is a potential learning component in all the activities listed in Table III, but unless the activity is structured so that learning can occur and is conducted by a recreational agent who sees his role as teaching or instructing for learning, then any learning that does occur is fortuitous to the activity.

Participation

Studies indicate that higher levels of participation are related to higher levels of education, income and occupational status.[7] The attendance and membership data previously reported in Table II, when discussed with regard to the social and economic characteristics of the area, seemed to conform to these general findings. Therefore, to investigate the relationship a socio-economic index[8] for the areas surrounding the centres and projects, the number of adult activities, and the percentage of adult memberships and attendance were tabulated (Table IV).

TABLE IV

CENTRE AND AREA	SOCIOECONOMIC† RANK	SOCIOECONOMIC† INDEX	ADULT PROGRAM NUMBER	ADULT PROGRAM %	ADULT[a] ATTEND.	ADULT[a] MEMBERSHIPS
Kerrisdale	(2)	8.6)	102	35	42.6%	48.9%
Arbutus-Ridge	(3)	11.3)				
West Point Grey	(4)	12.1	26	37	25.3	42.1
Dunbar	(5)	14.7	76	35	27.9	52.0
Vancouver West End	(7)	43.5	40	46	59.4	NR
Kitsilano	(8)	48.0	56	36	47.3	38.9
Marpole-	(9)	56.1)	36	25	49.8	45.6
Oakridge	(6)	29.1)				
Killarney-	(10)	57.0	56	38	10.0	52.3
Fraserview	(13)	80.6				
Sunset	(12)	78.0	30	38	30.5	50.2
Renfrew	(14)	89.3	34	21	42.9	39.3
Mount Pleasant	(15)	95.0	44	27	34.2	53.5
Vancouver Central						
Riley Park	(16)	96.8)	40	36	20.9	NR
Little Mountain	(11)	70.0)				
Shaughnessy	(1)	8.4)				
Hastings East	(18)	100.5	59	23	39.0	51.3
Grandview-	(19)	108.0)	17	23	19.7	37.2
Cedar Cottage	(17)	99.5)				
Vancouver East						
Central Bus. Distr.	(20)	109.0)	14	20	1.9	4.1
Strathcona	(21)	117.0)				

† The socioeconomic index was developed by B. W. Mayhew, *Local Areas of Vancouver*, United Community Services of Greater Vancouver Area, January, 1967.

[a] See Table 2.

[7] Coolie Verner and John S. Newberry, Jr. "The Nature of Adult Participation," *Adult Education*, Vol. VIII, No. 4. (Summer, 1958).

[8] B. W. Mayhew, *op. cit.* The index is constructed such that a low index number represents high levels of education, income and occupational status; and vice-versa.

A computerized correlation program was used to test the significance of the relationships. The centres were ranked and a weighted composite index was computed based on the relative sizes of the populations composing the community when two or more index ratings apply to an area.

The correlation matrix obtained is displayed by Table V. As should be expected a significant correlation (.7365 $p<.01$) exists between the assigned rank and the socio-economic index. Further, the rank correlates significantly (— .7185, $p<.01$) with the percentage of adult programs. The negative sign reflects the inverse relationship between the numbers; as the index increases and the levels of education, income and occupational status decrease, the number of programs diminishes. In addition a significant and negative correlation coefficient (— .5847, $p<.05$) was obtained between the socio-economic index and the percentage of adult programs. The percentage of adult programs sustained by a community centre or project appears to be closely related to the socio-economic characteristics of these community areas.

The matrix also provides clues that a close relationship exists between the assigned rank and adult attendance and membership data, although the correlations are not significant. Relationships needing further study are the assigned rank and attendance (— .4239), rank and membership (— .4234), programs and membership (.4929) and attendance and membership (.4892). Certainly, program specialists observe relationships between a centre's attendance and its membership patterns and programmed activities.

TABLE V

CORRELATION MATRIX WITH
SIGNIFICANT COEFFICIENTS UNDERLINED

	Assigned Rank	Socio-economic Index	% Adult Programs	% Adult Attendance	% Adult Memberships
Assigned Rank	1.000				
Socio-economic Index	.7365	1.000			
% Adult Programs	– .7185	.5847	1.000		
% Adult Attendance	– .4239	– .2853	.2403	1.000	
% Adult Memberships	– .4234	– .3068	.4929	.4898	1.00

These relationships should be studied further, using precise age categories for classifying adult attendance and membership. The extent of the distribu-

tion of adults by age groups and its contribution to the relationships could then be determined. It is quite clear, for example, that the older adult is being served in the Vancouver West End project, but for other centres or projects the relationship between age and programs are less obvious. We can with some confidence suggest that the factors which influence adult participation, education, income and occupation, do indeed influence adult activities and programming in the centres and projects.

Additional analysis of the attendance and membership patterns would more clearly profile the population being served and show whether that profile is typical of the total population of an area. Regardless of whether they are adult night school programs, museums or community centres most programs seldom attract a clientele that is an exact profile of the community. Such is probably the case because they have not adequately analyzed their clientele against such a profile, or they may have deliberately identified a limited segment of the profile to be served. It is not likely that the community centres or projects intend to limit their clientele, but it is possible that their program of activities and organizational arrangements may inadvertently limit the participation of some adults and young people in their areas.

Many other reasons can be suggested to interpret the relationships in the data, such as culture values regarding leisure, competing programs provided by other neighborhood agencies, mobility of the population, skills and capabilities of the centres operating staffs, and unawareness of the interests of one's neighbours. Few community areas of Vancouver are completely homogeneous in population characteristics, and, in fact, most areas are quite complex in the social, economic and cultural mix of their populations. Certainly, these are conditions that will present challenges to recreational and educational specialists in the development of their programs of activities.

Summary

It is hoped that others will ultimately report, in some detail, the full history of the development and activities of the centres. From such reports the changing patterns and trends in adult leisure time needs and activities in Vancouver could be established. Such data is essential to continued and effective programming in rapidly changing urban communities. Currently, the centres are at the peak of their development. This might be the time to ascertain and re-affirm their place in the community.

PUBLIC EDUCATION PROGRAMS

EXTENSION ACTIVITIES AT THE UNIVERSITY OF VICTORIA

LAURENCE DEVLIN AND JOHN CLARKE

Introduction

University Extension has been an important link between a university and its community. However, constraints in funding, facilities, and faculty have made systematic university adult education subordinate to the higher education of youth. Subordinate status is reflected in programming trends and the extent to which extension departments are able to engage in the establishment of short- and long-term objectives.

Despite generic similarity, extension programs exhibit substantive diversity among institutions. Such diversity is related to the fact that each university has its own particular characteristics, determined by geographic location, by clientele, by tradition, and by the availability of special resources. Thus, the characteristics of an extension department are determined by forces similar to those acting upon the institution as a whole.

This article examines current extension activities at the University of Victoria. A brief review of the history and development of extension at the University is also included.

The term 'extension' is applied to part-time credit and non-credit programs sponsored by the University of Victoria which are conducted for the involvement and benefit of the community. Such programs can usually be distinguished from full-time credit study leading to a degree. Universities generally delegate such activities to an Adult Education Department, Division of Continuing Education, or Night School Division. The University of Victoria presently uses the term 'Division of Continuing Education'.

History of the Division

Extension activities at Victoria College commenced with the creation of the Evening Division in the Fall of 1948. Dr. J. M. Ewing, Principal, and Professor Robert T. Wallace, Vice-Principal, were aware that local residents desired to further their education through participation in the College's program. With the approval of the Victoria College Council, the Evening Division offered three credit courses (English, French and Mathematics) between September, 1948 and April, 1949. Total enrolments were

ninety-two. In January, 1949, the Evening Division introduced four non-credit courses: 'Early B.C. History', given by Provincial Archivist, Willard Ireland; 'Exploring Music', by Victoria Symphony Conductor, Hans Gruber; 'The United Nations', by Professor A. A. P. Dawson; and 'Approach to Art' by W. P. Weston, noted Victoria artist. In the academic year 1949-50, seven new credit courses were added to existing ones and three different non-credit courses were offered. During this year, Evening Division enrolment grew to nearly 500 students.

In twenty-two years the Evening Division has conducted many interesting programs and has grown slowly. Much of the Division's success can be credited to Professor Wallace. The establishment and subsequent growth of the original Evening Division was the result of his deep personal commitment to the belief that College facilities and programs should be open to all residents of Greater Victoria.

As Vice-Principal of the College and, from 1963, as Dean of Administration and Vice-President of the University, Professor Wallace directed the Evening Division, continuing as Director until his retirement in July 1971. That the Division's director held a senior administrative position within the parent institution and was personally committed to the cause of continuing education played a large role in maintaining the stability of programming and financing of the division.

Laurence Devlin was appointed Associate Director of the Division in October 1969 and succeeded Vice-President Wallace on his retirement as Director of the Division. From January 1, 1970 the Evening Division became the Division of Continuing Education in order to reflect the aims and activities of the Division.

Until recently, changes that occurred within the Division were administrative rather than substantive. Evening credit courses were traditionally organized in cooperation with various department heads while on-campus, non-credit, evening courses were organized by the Division. For reasons of convenience, the administration of most on-campus evening credit courses was assigned to the Registrar's Office in 1967-68 as these courses were integrated with the day schedule. The Division remained responsible for non-credit evening programs and credit courses offered outside Greater Victoria.

The organization and responsibilities of the Division are presently under review by a senior University Committee on Continuing Education. The rapid expansion from College to University has created the need for a systematic study of existing procedures and programs and it is anticipated that the Committee will develop a major policy statement to guide the operation of the Division in the coming years.

Faculty and Facilities

The only physical facility that is exclusively assigned to the Division is an administrative office. All other academic facilities are shared jointly by the Division and one or more departments of the University. This lack of differentiation of facilities is a major factor in the maintenance of a close relationship between the Division and the University as a whole. Non-differentiation is also reflected in the policy of the University toward faculty appointments to Divisional courses. Faculty are selected from those assigned to teaching positions within the University. However, independent appointments are made for certain special courses when no appropriate full-time faculty member is available. In such cases, appointments are not to the University but to the Division itself. On all matters of academic policy, the Division is responsible to the Academic Vice-President.

Objectives of the Division

The appointment of a full time Director and the change in name from Evening Division to Division of Continuing Education facilitated the development of a more explicit statement of Divisional objectives than had existed previously. These objectives reflect the current necessity for systematic opportunities for continuing higher education during adulthood.

Present objectives of the Division are:

to coordinate the development of the University's instructional effort which is directed towards adults.

to recommend policy to appropriate University bodies that will facilitate the continuing higher education of adults.

to initiate and develop programs of continuing education for individuals or groups who seek educational assistance from the University.

to develop the relationship between the University and the community by the identification of community problems which require the assistance of the University through its educational program.

to collaborate with those involved in the study of adult education as a field of social science research.

to cooperate with other institutions for the orderly provision of educational opportunities to adults on Vancouver Island.

While an examination of the above objectives indicates that the former 'extension' function of the Division is implicit, an emphasis on the scholarly development of adult education and on inter-institutional cooperation anticipate the emergence of a fourth level of education—continuing education —based on empirical knowledge of adult learning behaviour.

Current Programs and Courses

University extension has been characterized by methodological and substantive diversity in an attempt to meet adult needs. Continuing education at the University of Victoria reflects this tradition.

In the academic year 1970-71, the program of the Division included 48 courses, 4 lecture series, and 2 workshops. Activities were grouped under five headings: Business and Management; Languages; Liberal Arts; Creative Arts; and Professional Development. Course titles illustrative of these substantive areas are: Developing Managerial Communications Skills; French Conversation; Libraries, Resource Use and Research; An Introduction to Opera; and Numerical Techniques for Engineers and Scientists. In addition to courses, the Division's program included residential weekends focused on music, literature and art, and on urban development in Greater Victoria.

In the absence of professional schools at the University of Victoria, the Division has assumed a major role for continuing professional education. Courses or other forms of learning experience are currently offered for nurses, teachers, engineers, social workers, bankers and accountants. A particularly close relationship has been developed with the health professions. In 1970-71, a special course was developed to assist supervisory nurses in counselling. A lecture series on new medical developments with implications for patient care was developed for non-practising nurses. Enrolment in these courses totalled 175. Other courses have developed in cooperation with professional groups such as The Institute of Canadian Bankers. The Appraisal Institute of Canada, the Society of Chartered Accountants, the Vancouver Chapter of the Administrative Management Society, the Sales Marketing Executives of Victoria, and the Victoria Chapter of the Pacific Northwest Personnel Association.

Methodologies and instructional formats are varied. The academic year of the University is divided into two sessions: a winter session of two 12 week terms (fall and spring); and a shorter, seven-week summer session. While most courses offered by the Division are 12 weeks in length, a significant number of courses are for a full academic year in the winter session. The Division also offers short courses during the summer session, such as the Urban Development Seminar and the three-week tour of the Soviet Union. New residential facilities completed in 1968 enable the Division to engage more effectively in short course, workshop and conference methods.

Enrolment

TABLE I
ENROLMENT IN NON-CREDIT COURSES
1960-1970

ACADEMIC YEAR	ENROLMENT
1960-61	383
1961-62	384
1962-63	422
1963-64	557
1964-65	565
1965-66	937
1966-67	711
1967-68	955
1968-69	859
1969-70	671
1970-71	853

The general trend in enrolment has been one of slow but continuous growth (Table I). The episodic nature of enrolment since 1966 reflects unusually high registration in short courses offered only once. For example, a Pre-School Institute registered 111 students in 1966, while a course in the Fundamentals of Investments attracted 100 participants. These programs were not continued in subsequent years. Special programs in Continuing Medicine and Nursing contributed to these enrolments. The largest enrolment was in 1967-68 when 955 students were registered. The drop in enrolments in 1969-70 resulted from the absence of some of these short courses; however, enrolments have since increased in 1970-71 by 27%.

TABLE II
ENROLMENT IN EXTENSION CREDIT COURSES
1964-1970

YEAR	VICTORIA	UP-ISLAND	TOTAL
1964-1965	308	158	466
1965-1966	325	121	446
1966-1967	333	147	480
1967-1968	367	162	529
1968-1969	393	128	521
1969-1970	321	129	450

The enrolments in extension credit courses (Table II) are relatively static with minor fluctuations. As the number of extension courses offered on- and off-campus varies each year, enrolment fluctuations may represent the availability of particular courses rather than an index of demand. The University has not defined a formal policy on part-time credit study, and extension credit courses do not form an integrated program which would allow degree completion.

The figures from 1968 on for Victoria are based on the definition of an extension student as one carrying not more than 3 units of credit during an academic year. Thus, some Victoria students classified as extension students may not actually be enrolled in extension courses, but may be enrolled in a course given before 4:30 p.m. The Victoria figures are thus only approximations. However, up-island figures for 1968 and 1969 are actual enrolments in Extra-mural Extension Credit Courses. The up-island enrolments are for courses held in Nanaimo, Port Alberni, Courtenay and Campbell River.

Future Trends

The allocation of full-time administrative resources to continuing education and a change of name from Evening Division to Continuing Education are a major commitment to the extension tradition at Victoria. Recent program developments reflect this commitment.

Daytime courses have been introduced and a series of residential weekends in the arts was initiated in May, 1970. During the weekends, participants lived on campus from Friday evening to Sunday noon while studying under the direction of faculty from three Departments. This program was repeated in May, 1971, with a focus on urban development. Expanded use of University residential facilities is planned for the academic year 1971-72.

A three-week tour of the Soviet Union in June, 1971, by Victoria residents and faculty specialists was the first educational travel program to be sponsored by the University. Educational preparation for the tour took the form of a special lecture series organized by the Division in cooperation with six other academic Departments.

In the fall of 1971, a special biology course will be offered by television, using local cablevision facilities. Other electronic methods of teaching adults have also been investigated. The Victor Electronic Remote Blackboard system (VERB) was used experimentally to teach extension credit courses in Nanaimo. This system provides audio and graphic transmission by telephone and enables instructors to remain on campus while teaching off-campus courses. Regular use of the VERB system is being considered.

Continuing professional education is becoming a major emphasis for the Division. Courses for nurses, social workers, teachers, physicians and engineers have been expanded. In the academic year 1970-71, approximately one half of all registrations were from these professional groups. Divisional personnel have acted as consultants for interdisciplinary health care courses sponsored by the University and independently by professional groups.

In an attempt to provide coordinated educational services to adults in Victoria, a Council on Continuing Education was formed in 1969 with the

Division as a founding member. The Council consists of the major agencies sponsoring educational opportunities for adults and in the fall of 1971, published, under its aegis, a joint newspaper supplement containing information on programs of all members.

A major academic program of second language instruction will begin in the Fall, 1971, sponsored jointly with the Department of French Language and Literature. This French Diploma Program, consisting of six courses, is designed to provide adults with a level of language ability functional across Canada. It is believed to be the first of its kind in British Columbia and is the first Diploma program offered by the Division.

Throughout these program changes, a special effort has been made to evaluate program quality and to implement methods of planning and instruction which facilitate adult learning.

Recent developments have thus suggested future directions for the Division. A careful policy review of such directions is a necessary step in the emergence of formal University policy on continuing education and such a review is presently under way. Its results will guide the future growth and development of the Division.

THE GROWTH OF PUBLIC SCHOOL ADULT EDUCATION

AL CARTIER

THE 1960's showed rapid growth in many aspects of public school adult education in British Columbia. The numbers enrolled in courses increased from approximately 40,000 to more than 160,000 while the number of classes grew from about 2,000 to nearly 8,000. At the same time the number of full-time administrators increased from 6 to 54. During the decade, public school adult education diffused throughout the province; in 1960 approximately 75 per cent of the enrollment was in the Vancouver School District with 25 per cent in the remainder of the province. However, by 1970 these proportions were reversed. Whereas ten years ago 48 school districts operated adult education programs, 69 districts offered programs in the 1969-1970 school year. The purpose of this article is to describe the changes in public school adult education programs, enrollments, and personnel during the past decade and to identify several emerging trends in program practices.

Growth in Courses and Enrollments

The growth of public school adult education courses and enrollments has been fairly consistent since 1953. The period of most rapid increase was from 1961-1962 to 1962-1963 when a fulltime Provincial Co-ordinator of Adult Education was employed to administer financial assistance to the program. The trends since 1953-1954 indicate that the number of courses and participants doubles every four to six years, but the average enrollment per class has remained fairly constant. (Table I).

The number of classes increased from 842 in 1953-54 to 7,855 in 1969-1970 at an average annual rate of 14.31 per cent. The total enrollment grew from 19,969 to 162,140 during that same period with an average annual increase of 14.49 per cent. The slowest rates of growth in total enrollment occurred during the late 1950's with the largest gain of 51.25 per cent in 1962-1963. At this time a substantial increase in the number of districts offering adult education classes coincided with an increase in the number of full-time and part-time directors. The average enrollment per class was about 24 students in the earlier years but has since remained fairly constant at about 20 students per class.

TABLE I

GROWTH OF ADULT EDUCATION CLASSES AND ENROLLMENTS: 1953 TO 1970

YEAR	NO. OF SCHOOL DIST.	NO. OF CLASSES	PERCENTAGE CHANGE	AVG. CLASS SCH. DISTR.	ENROLL-MENTS	PERCENTAGE CHANGE	AVG. ENROL. PER CLASS
1953-54	49	842	—	17.18	19969	—	23.71
1954-55	55	948	12.58	17.23	22280	11.57	23.50
1955-56	57	1186	25.10	20.80	29335	31.66	24.73
1956-57	60	1328	11.97	22.13	33565	14.41	25.27
1957-58	62	1401	5.49	22.59	36611	9.07	26.13
1958-59	64	1578	12.63	24.65	39108	6.82	24.78
1959-60	58	1796	13.81	30.96	40867	4.49	22.75
1960-61	64	2220	23.60	34.68	40917	0.12	18.43
1961-62	65	2273	2.38	34.96	46548	13.76	20.97
1962-63	68	3070	35.06	45.14	70405	51.25	22.93
1963-64	70	3964	29.12	56.62	78461	11.44	19.79
1964-65	70	4261	7.49	60.87	91579	16.71	21.49
1965-66	71	5067	18.91	71.36	100292	9.51	19.79
1966-67	69	5637	11.24	81.69	112105	11.77	19.88
1967-68	67	6230	10.51	92.98	127659	13.87	20.49
1968-69	63	7406	18.87	117.55	141217	10.62	19.06
1969-70	69	7855	6.06	113.84	162140	14.81	20.64

Types of Programs

Programs available to adults consist of both vocational and non-vocational offerings as Table II indicates. Although there has been about a four-fold increase in enrollments over the past ten years, the ratio of vocational to non-vocational courses remains as it was ten years ago at 21% and 79% respectively. In each category the percentage distribution of classes and the percentage distribution of enrollments are quite similar. Furthermore, the average enrollment per class substantiates this balance in distribution. The average class size has been maintained consistent with effective adult instruction. Exceptions are to be noted in the average class enrollments for Engineering and Parent Education courses. Many of the engineering classes have been preparatory for professional examinations and the parent education programs have been short-term courses characteristic of workshop or lecture series. Both types had large enrollments.

The Department has developed special Adult Secondary School Programs designed to help adults whose formal education has been interrupted to reach a level of education comparable to secondary school graduation. There are presently over 21,000 adults enrolled in day and night school academic programs.

The Technical and Vocational Branch of the Department of Education has encouraged the development of vocational courses in local school districts. Enrollment in these has grown from 9,000 to 34,000 in the past ten years. Course fees for many students are paid by the Department of Manpower and Immigration. A Special Projects Division of the Technical and Vocational Branch works with local Directors of Adult Education to organize vocational day programs where students may be financed entirely by the Department of Manpower and Immigration while continuing to live with their families in their local communities.

A comparison of vocational and non-vocational courses for 1962-1963 and 1969-1970 indicates that there has been little change in the distributions either in classes or in enrollments (Table II), even though the total number of classes has grown by 150% and total enrollment by 130% during the intervening years. There are notable additions in programs since 1962-63. Business Management courses are now offered along with the previous commercial courses in the vocational category, while Recreation and Fitness and Defensive Driving courses are identifiable as new in the non-vocational program. Where new programs have emerged subsequent changes in the percentage distribution are noticed. For example, enrollments in commercial programs decreased some 15% from 1962-63 to 1969-70. A

TABLE II

CHANGES IN DISTRIBUTION OF COURSES AND ENROLLMENT: 1962-1963 TO 1969-1970

	1962-1963		1969-1970		1962-1963		1969-1970		1962-1963 & 1969-1970	
COURSES	CLASSES No.	CLASSES %	CLASSES No.	CLASSES %	ENROLLMENT NO.	ENROLLMENT %	ENROLLMENT NO.	ENROLLMENT %	% CHG. IN ENROLL.	% CHG. IN DIST.*
VOCATIONAL COURSES										
Business Management	—	—	318	17.76	—	—	6153	17.93	17.93	17.93
Commercial	308	45.22	439	24.53	6325	44.17	7984	23.26	26.23	— 20.91
Automotive	42	6.17	69	3.85	853	5.96	1161	3.38	36.11	— 2.58
Machine Shop	43	6.31	110	6.15	609	4.25	1533	4.47	151.72	+ 0.22
Construction Trades	37	5.43	155	8.66	633	4.42	2409	7.02	280.57	+ 2.60
Electronics	43	6.31	92	5.14	1079	7.54	1909	5.56	76.92	— 1.98
Lumbering & Forestry	39	5.73	72	4.02	1164	8.13	1412	4.11	21.30	— 4.02
Engineering	36	5.29	43	2.40	607	4.24	2633	7.67	333.77	+ 3.43
Service Trades	41	6.02	125	6.98	902	6.30	2279	6.64	152.66	+ 0.34
Agriculture	9	1.32	33	1.84	244	1.70	434	1.26	77.87	— 0.44
Vocational Preparatory	4	0.59	99	5.53	110	0.77	1477	4.30	1242.73	+ 3.53
Miscellaneous	79	11.60	235	13.13	1791	12.51	4935	14.38	175.54	+ 1.87
Totals	681	99.99	1790	99.99	14317	99.99	34319	99.98		
NON-VOCATIONAL										
Academic (Credit)	397	16.62	1030	16.97	11081	19.76	21417	16.75	93.27	— 3.01
English & Citizenship	97	4.06	291	4.79	2006	3.58	5059	3.96	152.19	+ 0.38
Liberal Studies	250	10.46	421	6.94	6064	10.81	9785	7.65	61.36	— 3.16
Fine Arts	172	7.20	701	11.55	3307	5.90	11357	8.88	243.42	+ 2.98
Domestic Arts	474	19.84	915	15.07	8562	15.26	15374	12.03	79.56	— 3.23
Hobbies & Crafts	382	15.99	684	11.27	6970	12.43	10973	8.58	57.43	— 3.85
Parent Education	103	4.31	75	1.24	3218	5.73	4794	3.75	48.97	— 1.98
Recreation & Fitness	—	—	781	12.86	—	—	17673	13.83	13.83	+ 13.83
Defensive Driving	—	—	475	7.82	—	—	12057	9.43	9.43	+ 9.43
Miscellaneous	514	21.51	697	11.48	14880	26.53	19332	15.12	29.92	— 11.41
Totals	2389	99.99	6070	99.99	56088	100.00	127821	99.98		
TOTALS	3070		7860		70405		162140			
% VOCATIONAL	22.18		22.77		20.34		21.17			
% NON-VOCATIONAL	77.82		77.23		79.66		78.83			

* Percentage change in Distribution = [% Distribution 1969-70 Enrollments] less [% Distribution 1962-63 Enrollments]

similar decline is noticeable in the miscellaneous category for non-vocational programs. No doubt the appearance of Recreation and Fitness Courses as a separate category accounts for some of this decline. The usual cause of the changes in percentage distributions is not the reclassification of programs, but the substantial enrollment increases in other course categories. Increased enrollments have been noticeably greater in Construction Trades, Engineering, English and Citizenship and Fine Art classes than in other course categories. Cooperation between adult school directors and other agencies has also resulted in increases and changes.

Program Trends

Many provincial and federal government departments have assumed adult education roles concerned with preventive, correctional, rehabilitative and upgrading functions. During the past few years liaison between such government branches and local directors of adult education has grown. Through such liaison many cooperative programs have been developed which are of mutual benefit because they bring together the financial or technical resources of the government agency and the organizational abilities of the local directors. Some of these cooperative programs are noted below.

1. *Driver Education:* A Defensive Driving program has been developed and operated throughout the province in cooperation with the British Columbia Safety Council and the Motor Vehicle Branch. In 1968-69 there were some 3,000 drivers referred to this program by the Motor Vehicle Branch. In 1969-70 there were 12,000 enrolled and an enrollment of some 30,000 is estimated for 1970-71.

2. *Correctional:* Assistance has been given to the implementation of the Adult Secondary School Programs in both federal and provincial prisons. Assistance has also been given to the organization of basic literacy and group counselling programs for prison inmates.

3. *Health Education:* Local Directors of Adult Education have cooperated with the Department of Health in the development of nutrition and family life education programs through the cooperation of a metropolitan television station and organized viewer discussion groups. These programs have been made available to other centres on video tape.

4. *Social Welfare:* Close cooperation between local directors of adult education and regional supervisors of the Department of Rehabilitation and Social Improvement has resulted in the development not only of special programs for welfare recipients but also of arrangements for welfare recipi-

ents to take greater advantage of all the programs available in many districts.

5. *Travel Industry:* Directors of Adult Education have collaborated with the Department of Travel Industry in organizing hospitality conferences and courses for the upgrading of various categories of employees and supervisors engaged in the hospitality industry.

6. *Indian Education:* About 86 per cent of the Indian Adult Education classes in British Columbia are presently organized and operated through local school districts on a purchased-services basis by the Department of Indian Affairs and Northern Development. Last year there were 198 classes organized especially for Indians with an enrollment of nearly 3,000, while an additional 307 were enrolled in integrated classes.

The Victoria School District, through its Institute of Adult Studies, operates a diverse, full-time program for Indians. It has developed an Art School, academic upgrading classes and a special Adult Secondary School Program for Indians. The latter program provides opportunities to study native history and culture, the dynamics of social change, and Canadian Law and Legislation as it applies to Indians.

7. *Citizenship:* In cooperation with the Citizenship Branch, Directors of Adult Education have developed an extensive program in English as a second language for immigrants. The present enrollment is just over 5,000.

Personnel and Financing

The 69 school districts offering adult classes in 1969-1970 employed 29 full-time and 13 half-time adult education directors. Many of the half-time directors are lay persons recruited from the community. Programs in the remaining 27 school districts are supervised by day school personnel who volunteer their services. Of the districts where full-time directors are employed, 16 employ full-time assistant directors while two directors have as many as five part-time assistants. Several areas including Squamish, Grand Forks, Castlegar, Cranbrook, and Terrace have half-time directors of adult education who are also employed by the Municipality as recreation directors. There were 7,045 adult instructors employed by the 69 school districts in 1969-1970 at an average of 102 instructors per district.

As mentioned above, in order to administer the rapid growth of public school adult education, the Department of Education appointed a Co-ordinator of Adult Education in 1962. His responsibilities include consulting with local school districts on adult education matters and administering the financial assistance given by the Department to local programs.

The direct costs of instruction and administration of the school district adult education programs exceeded $3.1 million during the 1969-1970 year. The indirect costs of providing light, heat, custodial services, and depreciation of the physical plant are not included in the above figure. Provincial grants-in-aid amounted to slightly more than 25 per cent of the direct costs of instruction and administration with the remaining three-fourths usually obtained through enrollment fees set by the local districts. As there were 162,140 participants in 1969-1970, the direct costs of operating public school adult education averaged approximately $19.15 per enrollee. The grants-in-aid to non-vocational programs totalled slightly less than $300,000 for an average of approximately $2.35 per enrollee in such courses.

Conclusions

Indications are that public school adult education enrollments will continue to grow at about the present rate of 12 per cent per year. One of the main problems in the future will be to work out methods of articulation with other adult education agencies. Although some of the present public school adult programs may be assumed by colleges, the presence of a college or a regional vocational school tends to stimulate more interest in adult education and promotes growth of the public school adult education sector.

Some years ago several trends were believed to be foreseeable.[1] It was suggested that an increased emphasis in academic programs to meet complex technical and vocational training needs would occur. This has in fact happened, as enrollment figures attest. Other trends towards more effective programming for the unemployed and social welfare recipient and towards increasing cooperation between various agencies in the province have also emerged during these past several years. Increased participation in courses in the Fine Arts, Recreation and Fitness, and Hobbies and Crafts are indicators of the increasing availability of leisure time. All indications are that these trends will continue into the 1970's.

[1] A. L. Cartier, "Public School Adult Education," *The Journal of Education*, Special Issue, "Adult Education in British Columbia," University of British Columbia, No. 10, 1964, pp. 29-35.

CONTINUING EDUCATION IN THE TWO-YEAR COLLEGES OF BRITISH COLUMBIA: THREE MOSAICS

JOHN A. NIEMI

A UNIQUE CHARACTERISTIC of the two-year college is that it is specifically shaped to serve the social, economic, and cultural needs of a particular community. The comprehensive nature of such a college was suggested by Dr. John B. Macdonald, former President of the University of British Columbia, who, in his 1962 study, declared that

> . . . the objectives of the two-year colleges might include one or more of the following: (a) two-year academic programmes for students who will either transfer to degree-granting institutions or will complete their formal education at this level; (b) technological and semi-professional courses designed for students who want formal education beyond high school but do not plan to complete the requirements for a degree; (c) adult education, including re-education to meet the changing demands of technical and semi-professional occupations.[1]

Yet it would be a mistake to assume that these two-year colleges have all developed along uniform lines. The firm commitment to local needs has given rise to considerable diversity among the programs offered by these colleges, especially in adult education. This fact is not surprising when we recall that the field of adult education, or continuing education, encompasses an endless variety of program areas: for example, vocational programs like automotive mechanics and medical stenography; family life programs relating to parent education and household management; recreational programs such as ballroom dancing and skiing; citizenship programs including English language training; and para-professional programs like the preparation of teacher aides. To complicate the situation, different two-year colleges define continuing education in different ways. Some define it as all activities which occur outside the regular academic day. Others conceive of continuing education strictly in terms of non-credit programs. Thus, it should be kept in mind that programs labelled 'transfer,' 'career,' 'academic,' and so on, as distinct from continuing education do, in fact, enrol large number of adults on a part-time basis.

All of the above factors, plus many variables within the different two-year colleges, make it extremely difficult to describe a 'typical' continuing education enterprise in such colleges. Yet, as more and more of them appear in

1. John B. Macdonald. *Higher Education in British Columbia and a Plan for The Future*. Vancouver, B.C.: The University of British Columbia, 1962, p. 51.

British Columbia, it becomes necessary to offer some guidance to persons charged with setting up programs in continuing education. One way is to describe the mosaics comprising the history, administration, continuing education programs, and discernible trends at three two-year colleges in the Lower Mainland—Vancouver City College, Capilano College, and Douglas College. In discussing the administrative patterns, special attention will be paid to the merits and the limitations of each. It should be borne in mind, however, that there is no such thing as a 'right' pattern; each community has distinctive social, economic, and cultural biases that mold the development of its two-year college.

VANCOUVER CITY COLLEGE

History

Vancouver City College is an institution that grew spontaneously out of the post-secondary and adult night school programs offered by the Vancouver School Board. Having recently undergone a reorganization, the College now has a four-faceted operation: the Langara campus; the School of Art; the Downtown Campus, which includes the Vancouver Vocational Institute and the Special Programs Division; and Community Educational Services, located in the head office of the School Board and responsible for the adult night school centres.

As early as 1909, the Vancouver School Board accepted responsibility for the education of adults,[2] but it was not until the King Edward Centre was set up in 1962 that the Board's vision of a uniquely adult institution offering both day and evening classes was fulfilled. In addition to high school, senior matriculation, and college transfer courses, the Centre pioneered career programs as part of its commitment to continuing education. These non-credit programs combined general education in the humanities and the sciences with in-depth study of particular careers. In effect, the King Edward Centre, under the direction of the Vancouver School Board, was carrying out the functions of a two-year college even before the Provincial Legislature passed the 1963 Act making provision for two-year colleges in British Columbia.[3]

In 1965, the King Edward Centre, the Vancouver School of Art, and the Vancouver Vocational Institute were welded into one institution—Vancouver City College. At that time, the eight career programs then flourishing at the King Edward Centre became the core, so to speak, of the Centre. These programs, which led eventually to degrees or certificates, were accounting,

2. B. E. Wales. "The Development of Adult Education." *Adult Education in British Columbia. The Journal of Education.* Vancouver, B.C.: The University of British Columbia, 1964, p. 6.
3. Province of British Columbia. *Public Schools Act.* British Columbia: The Queen's Printer, 1963 ('colleges' were defined in the Act in Section 163).

financing and investment, marketing and sales, secretarial science, journalism, arts and merchandising, theatre arts, and welfare aid.

The Vancouver School of Art, the oldest of the three amalgamated institutions, opened its doors in 1929. It has produced some outstanding artists over a span of four decades. The location of the School in downtown Vancouver and its offering of both day and evening classes have attracted students to such areas of study as graphics, graphic design, photography, film animation, painting, design, plastics, sculpture, and ceramics.

The third member of the triad, the Vancouver Vocational Institute, was established in 1949, with assistance from the Federal and Provincial governments. The Institute offers extensive vocational training through both day and evening classes. A number of courses are administered in co-operation with unions and other associations, a prime purpose being to arrange apprenticeships. The courses include chef training, barbering, navigation, and practical nursing.

In 1970, the King Edward Centre operation was moved to the new Langara campus, but the Vancouver School of Art and the Vancouver Vocational Institute remained in their old locations.

Administration

To understand the development of the administrative pattern of Vancouver City College, we have to go back to the School Board's night school program from which the College evolved. The first fulltime director of the night schools (later called Director of Adult Education) was appointed in 1945. As he was also a member of the public school organization, which includes elementary and secondary schools, a close liaison sprang up between night school personnel and public school personnel. Then, when the three institutions—the King Edward Centre, the Vancouver School of Art, and the Vancouver Vocational Institute—were incorporated in 1965 as Vancouver City College, the Director of Adult Education for the Board became Director of the College. Although the three institutions operated independently of each other, the Principal of each reported to this Director. Only in budget matters were they treated as a centralized unit.

Ideally, the administrative pattern represented by this two-year College has several advantages. The close liaison between its personnel and the public school personnel makes possible a unified approach to the problems of providing elementary, secondary, and post-secondary education for youth and adults. Also, the College benefits from sharing the School Board's facilities and services, notably school buildings, audio-visual equipment, and a centralized accounting system. A possible limitation, as Thornton points

out, is that the two-year college may run a poor second to elementary and secondary education in regard to budget allotments and the use of facilities.[4] Whereas quality education for children draws a ready response from taxpayers, they may be less willing to support an extensive program of continuing education.

In 1971, a new administrative organization was approved, setting up four distinct operations: the Langara campus; the School of Art; the Downtown Campus, which includes the Vancouver Vocational Institute and the Special Programs Division; and Community Educational Services. The Principal of each operation will report directly to the Principal (formerly the Director) of Vancouver City College. In recognition of the importance of continuing education, the Principal of Community Services not only will bear responsibility for administering the night school centres; he will also work closely with the other three Principals and especially with their Administrative Assistants in charge of Community Educational Services.

Continuing Education Programs

One way in which Vancouver City College answers the continuing education needs of adults is through its academic transfer, technical, and vocational programs. Both full-time and part-time students may enrol on a day or evening basis. Other continuing education needs of adults will be met through programs being developed by the Principal of Community Educational Services. The scope of the continuing education programs is illustrated by the 1970-71 enrolment statistics, showing a total of 38,762 students in the various courses.

Many new courses are being fashioned to meet the changing needs of adults. One course, English for the Older Immigrant, helps the many foreign-born senior citizens in the community. Another course on parent education brings mothers and pre-school children to a school setting. There, the mother not only observes the child at play, but shares experiences with other mothers and perhaps enlarges her knowledge of child growth and development. These two courses will be offered at a number of different locations in 1971-72.

Finally, there is the Special Programs Division, the purpose of which is to react quickly to new educational needs in the community. This Division has organized a number of programs with financial support from the Federal Department of Manpower and Immigration. Three examples are Basic Training for Skill Development (BTSD), which enables adults to qualify

4. James W. Thornton, Jr. *The Community Junior College.* New York: John Wiley and Sons, Inc., 1960, p. 85.

for grade eight, grade ten, or grade twelve equivalency; the Basic Education Skill Training (BEST), which focuses on attitude changes and skill training for unemployed persons; and English Language Training.

Trends

Several important trends are discernible at Vancouver City College. One is the proposed intensive Counselling Centre for students in all programs. Its function would encompass vocational counselling, personal counselling, assessment and testing (vocational and psychological), career information, and referrals to other agencies. The Centre would also provide liaison among the various programs, to clear the way for students to move from one program to another. A second trend relates to a broadening of the adult night school program throughout the city. This project involves enlisting the support of principals of public schools and also of parent committees. Such committees would administer the new programs, with clerical assistance from the College. An idea now germinating and likely to come to fruition concerns a weekend college program that would enable adults to take courses on Friday nights and on Saturdays and Sundays.

CAPILANO COLLEGE

History

The Macdonald Report suggested the desirability of two regional colleges, one in Vancouver and one in the Lower Fraser Valley. The former would serve Vancouver and the adjacent municipalities, and the latter the eastern Lower Fraser Valley.[5] No provision for a North Shore Regional College appeared in the Report. However, the School Boards of West Vancouver and North Vancouver, sensing a demand for a two-year college to serve both districts, established a liaison committee in 1964 to study the matter. This committee promptly commissioned a feasibility study to determine what needs existed among the grade twelve graduates and adults who wished to upgrade or to enrich their education. The study disclosed an unusually high number of potential college students among the North Shore population. This finding was based on the number of students in high schools, their abilities, and their probable educational goals.[6] After extensive planning, a two-year college was authorized in 1968 for the districts of North Vancouver, West Vancouver, and Howe Sound. In the same year, Capilano College began its operation, using the facilities of West Vancouver Secondary School.

5. Macdonald, *op. cit.*, p. 66.
6. Walter G. Hardwick and Ronald J. Baker. *North Shore Regional College Study*. Vancouver, B.C.: Tantalus Research Limited, 1965, pp. 9-12.

Initially, in addition to the academic and technical transfer programs, which prepared students for entrance to university or technical schools, the College set up career programs and a general studies program. These latter were designed for high school graduates who had not taken the academic or technical route in high school. In summary, the College immediately accepted responsibility for diploma programs in six areas: academic, technical, industrial, commercial, and social, as well as the fine arts and the performing arts. As all programs were available on a part-time as well as on a full-time basis, they attracted older adults and so formed one aspect of the College's continuing education enterprise. Statistics for the past academic year reveal that 309 of the 1,263 part-time students in the academic and the career programs were over 25 years of age. Other aspects of continuing education are discussed later.

Administration

In contrast to Vancouver City College, which had its roots in one school district, Capilano College was conceived of as a regional entity. In the administrative pattern now emerging, continuing education, which consists of community service programs, will function as a distinct operation. At present, continuing education is supervised by a part-time Director of Community Services who reports to the Dean of Instruction. Future plans call for a full-time official who will report to the Dean (along with two other full-time officials representing academic programs and career programs).

The major advantages of this pattern of development are that it clearly allocates authority and responsibility for all programs, budgets, etc., and expedites the decision-making process with respect to continuing education, because relatively few people are involved. In theory at least, continuing education personnel can move quickly to introduce programs that are vitally needed in the community. In addition, this pattern makes available specialized student services, such as counselling, tailored to the requirements of the adult student. However, this pattern in which continuing education forms a distinct operation presents certain limitations. Continuing education runs the risk of becoming a marginal enterprise with respect to staff, funds, and other college resources; as a result, students in the academic programs and the career programs may be favoured. Also, because the number of continuing education staff is so small, there may be problems in shepherding programs quickly through their various stages: planning, promoting, directing, and evaluating. Communication may suffer, too, as it is difficult for this small staff to maintain close contact with the large number of part-time personnel scattered throughout the different centres.

Continuing Education Programs

In addition to academic programs and career programs in which adults may enrol as auditors, Capilano College has many non-credit programs relating to community interests. One category consists of programs that are similar to the public school adult education offerings in North Vancouver; examples are an Introduction to Interior Design, Yoga, and Personal Investments. To avoid overlap or unnecessary competition, the College keeps in close touch with the public school adult education staff.

Another category consists of programs to stimulate action by citizens with respect to pressing concerns in the community, as well as programs to foster cultural, social, and intellectual growth; examples are Let's Talk About Our Schools, The Role of the Church in Today's Society, and the History of the Cinema. The inauguration of these programs was in keeping with the recommendations of the 1965 feasibility study, which stressed

> . . . the potential of the college as a focal point for the cultural as well as for the educational life of the community. Such extra-curricular activities as amateur theatre, public lectures and panel discussions all enrich the community as a whole. The campus is a forum for public discussion of community and civic affairs.[7]

Because attendance varied from one session to the next, it is difficult to give an accurate figure of enrollments in the programs. According to estimates, approximately 340 people showed up for one or more sessions, a figure that fell below expectations. A recurring problem was that of acquiring community facilities; for example, in 1970-71, Lord Clark's popular Civilisation series had to change its dates, and History of the Cinema will have to change its locale during the coming year.

Trends

A recent action by Capilano College heralds a new trend in the administrative pattern of the two-year college. In anticipation of Provincial legislation which will place on two-year colleges the onus for regional co-ordination of *all* continuing education programs within their boundaries, Capilano College has relinquished certain continuing education courses which had duplicated those offered by the North Vancouver School Board. This trend toward better co-ordination of programs leads to a more efficient use of the resources available for continuing education.

An interesting new policy, which has implications for continuing education is that, subject to permission from the instructor, any citizen of the community may pay a single visit to any class in the College without fee. This policy enables a person to decide whether he is capable of pursuing certain courses. Its impact will be heightened when the College reaches out

7. *Ibid.*, p. 12.

to offer courses in nine different locations in 1971, as compared to seven in 1970.

DOUGLAS COLLEGE

History

The Macdonald Report, referred to earlier, suggested the desirability of a new four-year college to serve the western Lower Fraser Valley communities of Surrey, Burnaby, Coquitlam, and Langley.[8] This college was duly founded and became known as Simon Fraser University. However, it was soon realized that the University could not meet the variety of educational needs of youth and adults, and so a Fraser Valley West regional college committee was formed. While recognizing that the Macdonald Report contained no provisions for a regional college, the committee, in its feasibility study, found solid grounds for advocating the establishment of such a college. The recommendations were based on a 1967 analysis of the numbers of youth and adults to be served, the characteristics of this population, and their educational needs. The need for continuing education programs, in particular, is cogently stated in the feasibility study:

> The magnitude of numbers who are aware of some personal need of further education is startling. It is much higher on the average, for example, than on the North Shore. About 46 percent of the fathers in North Surrey, North Delta, and over 40 percent in Richmond reported interest in Adult Education.[9]

The feasibility study led eventually to the opening in September, 1970, of Douglas College. Since then, its development has proceeded rapidly.

Initially, the College served the seven school districts of Richmond, Delta, Surrey, Langley, Coquitlam, New Westminster, and Burnaby. An eighth district, Maple Ridge, joined in 1971. Because of the size and the geography of the College region, it was decided to develop a multi-campus operation. At the present time, in addition to campuses in New Westminster, Richmond, and Surrey, the College offers courses at fourteen satellite locations in the constituent school districts.

Since its inception, the College has committed itself to a curriculum that emphasizes career training, university transfer, upgrading, and general studies programs for both full-time and part-time students. Here, in contrast to Capilano College, the personnel involved in the 'regular' programs mentioned above have, from the beginning, also been responsible for continuing education programs.

Administration

Administratively, the integrated pattern of development at Douglas College provides for two Deans: the Dean of Curriculum and Instruction and

8. Macdonald, *op. cit.*, pp. 64-66.
9. Walter G. Hardwick. *Regional College Study: Delta-Langley-Richmond-Surrey.* Vancouver, B.C.: Tantalus Research Limited, 1967, p. 13.

the Dean of Continuing Education. Each has equal responsibility for the entire College operation, and each reports directly to the head administrative officer. In their turn, the five department chairmen (Science and Engineering, Fine and Applied Arts, English and Communications, Liberal Studies, and Business) are responsible to *both* Deans. These chairmen, then, have a dual commitment. A major advantage of this pattern of development is the built-in orientation to continuing education; it commands the total resources of a college. One outcome of the situation whereby a large number of staff fulfils a dual commitment is that relatively few staff are needed in continuing education to oversee its programs. The situation also lends itself to ease of communication among the staff. Ideally, the result is a sharing of ideas generated in any sector of the operation and, theoretically at least, a chance for everyone to have a say in the planning process. Under such circumstances, there should be better co-ordination of programs and less chance of conflict among them. It must be admitted, however, that problems could arise with respect to the assigning of priorities to various programs. Also, the involvement of such a large number of persons in decision-making will inevitably slow a college's responses to new ideas, whether from within or from the community. The problem has been overcome to some degree at Douglas College by the appointment of a part-time program-planner to each of its five departments. His function is to respond as quickly as possible to requests emanating from the community.

Continuing Education Programs

Continuing education programs at Douglas College include the following: all classes after 6:00 p.m.; extra-mural classes, whether scheduled in the day or the evening; programs offered at satellite locations; non-credit programs; and courses organized for special groups at the request of the community. All continuing education programs are designed to complement, not duplicate, those provided by the adult education divisions of the constituent school districts. Likewise, the College co-ordinates its efforts with those of community groups, endeavouring to set priorities in the face of competing demands upon its resources.

The range of credit courses offered in 1970-71 is suggested by the following titles: Social and Cultural Anthropology; Principles of Micro-Economics; Human Insight and Group Encounter; the Contemporary Novel; Ethics and Moral Judgment; and Fundamental Design Theory. The non-credit courses, which have been developed in consultation with community groups, include: National Secretaries Association Upgrading—Accounting; Suicidal Workshop; Ward Supervision; Pharmacology Refresher for Psychiatric

Nurses; Finnish-Canadian Citizenship Project; and National Secretaries Association Seminar—Sociology.

Approximately 1,400 students were enrolled in continuing education in 1970-71. This figure is based upon the College's definition of a 'continuing education student' as any person taking a credit course part-time, or a non-credit course.

Trends

One trend at Douglas College is toward increasing rapport between the College and the well-established public school continuing education programs in the eight constituent districts. On both sides there has been a growing recognition of the kinds of programs that each is uniquely equipped to offer. Because the College serves a wide area and has access to varieties of expertise, this institution can handle programs of a regional nature, especially those relating to government and industry. The public schools, on the other hand, can play an important role in 'individual' programs, like those relating to high school completion, college preparation, and leisure.

A second trend relates to the development of co-operative arrangements with other regional colleges, to offer non-credit courses for specific organizations. For example, the British Columbia Association of Psychiatric Nurses has asked Douglas College to sponsor courses throughout the Province in co-operation with sister institutions.

In this article, I have used a 'mosaic' metaphor to describe the development of three thriving two-year colleges in British Columbia—Vancouver City College, Capilano College, and Douglas College. Each has drawn its inspiration and its strength from the community it serves; accordingly, each displays its own distinctive features. It is not surprising, then, that within the administrative pattern of each mosaic, continuing education occupies a different place. At Vancouver City College, continuing education was the cornerstone of its early history and its later growth; at Capilano College, continuing education is emerging as a distinct operation; at Douglas College, continuing education is an integral part of the whole.

One important trend that will certainly influence the future development of the two-year colleges of British Columbia has its roots in a Department of Education policy, mentioned earlier, to place the public school continuing education programs under the aegis of the two-year colleges. Another trend foreshadowing changes in the two-year colleges relates to provincial legislation which would also make them responsible for the provincially-operated vocational schools within their districts. In short, it appears likely

that the diversity which has made the two-year college a lively part of the British Columbia scene will persist. If such diversity seems bewildering, it perhaps has the virtue of encouraging flexibility in the thinking of all of us who are concerned about the progress of these colleges.

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PROFESSIONAL EDUCATION PROGRAM

CONTINUING MEDICAL EDUCATION

NORA PATON

Historical Background

The health professions have long recognized the need for their members to keep up with current knowledge and practices in the health field and this has been particularly true in medicine. Attempts to meet this need have resulted in the formation of numerous medical journals and associations by the medical professions. A primary function of medical journals and associations is the dissemination of new knowledge from medical research and clinical practice and the medical management of complicated patient histories. The medical association and journals are the main foundation for continuing education in the medical professions. However, recognition that continuing medical education in British Columbia needed to be both supplemented and conducted in a more systematic way led to the recommendation that the Dean of the Faculty of Medicine of the University of British Columbia should assume responsibility for coordinating and assisting in the overall organization of continuing education of physicians in this province. As a result, on July 1, 1960, a Department of Continuing Medical Education was incorporated into the Faculty of Medicine, and a full-time Director was appointed.

Organization and Administration

During the first year (1960-1961) the Director of Continuing Medical Education developed an organizational structure, studying several selected programs of Continuing Medical Education in the United States and establishing liaison with numerous medical and health groups within the Province of British Columbia. The second year of operation (1961-1962) was devoted to selecting personnel, establishing administrative structure, establishing policies for the new Department and doing a detailed cost analysis for proposed education activities. The third year (1962-1963) saw the inauguration of a trial program of education courses for physicians and other health professionals. Once having established a firm organizational base and experienced some success in its trial program, the Department of Continuing Medical Education was prepared to go into full-scale operation in 1963.

During this organizational period, the Department received most of its financial support from the W. K. Kellogg Foundation, from National Health Grants from the Department of National Health and Welfare and from the University of British Columbia. The W. K. Kellogg Foundation monies were for a five-year period (1960-1965). After 1965, programs have been supported by course fees, private donors, professional organizations, voluntary health agencies and community hospitals.

Nature and Scope of Continuing Medical Education

The Department of Continuing Medical Education defines continuing medical education so as to cover the wide spectrum of learning activities that a physician encounters in his day-to-day work. Such opportunities for learning are available to practising physicians through personal reading and study, consultation with colleagues, attendance at meetings of medical assiciations and through formal, planned education courses. Continuing medical education implies that even though the physician may attend a planned instructional program, learning does not stop at the end of such a program. Therefore, the general aim of the Department at the University of British Columbia is to develop among practising physicians an awareness that learning must be continuous.

Department programs are designed to meet the following educational goals:

To provide a periodic, university stimulation to continuing education in the community where the physician practises.

To introduce new knowledge of practical relevance to the management of common problems.

To identify reliable sources of new knowledge.

To encourage the scholarly habit of planned daily reading and study as an integral part of a physician's work day.

To emphasize that good quality of medical care is the product of continuing medical education.[1]

In 1968 the Department of Continuing Medical Education became a Division within the Dean's Office and the terms of reference of the Division include:

To assist hospitals in intern education;

To provide courses for the Fellowship and Certification of the Royal College of Surgeons of Canada;

To provide programs of continuing education for physicians in practice;

[1] Williams, D. H., "Physicians And Life-Long Learning," *Journal of Education*, Vol. 10, 1964, p. 68.

To encourage community physicians to initiate their own programs of continuing medical education, and to provide Faculty support for these programs when requested;

To initiate and support health sciences interprofessional programs of continuing education;

To initiate and support efforts designed to define needs in continuing medical education;

To initiate and support programs of evaluation in continuing medical education;

To initiate and support experiments in new methods of learning undergraduate and continuing medical education and improve methods of information dispersal in continuing medical education leading to improved patient care;

To provide within the Division of Continuing Medical Education means whereby undergraduates and graduates interested in medical education may pursue these interests.[2]

Continuing education programs are conducted in a variety of forms: lectures, short courses, institutes, seminars and workshops. The community hospital program brings qualified teachers to some fourteen communities throughout the province for 10-15 hours of instruction on subjects requested by physicians in the area. A limited number of clinical traineeships and preceptorships are available to individual physicians for in-depth study of a particular subject. A television series, *Progress-Medicine,* has been broadcast by six private stations of the B.C. Broadcasting System Ltd. throughout the province.[3] As a result of these various programs the Division has been able to provide learning opportunities within reach of 96% of practising physicians in the province.

Courses and Participation

On-campus courses for practising physicians are conducted within the teaching facilities of the Faculty of Medicine at Vancouver General, St. Paul and Shaughnessy Hospitals (2). Table I reports the total number of on-campus courses, session hours and physician registrants for the years 1963 to 1970. Since 1963, as the data indicate, there has been some variability in the number of physicians who have participated in the programs offered on-campus. Especially striking is the sharp decline in registrants in the years 1964-5 and 1966-7, even though the number of courses offered

[2] *Calendar, Continuing Education in the Health Sciences,* 70-71, Health Science Centre, The University of British Columbia, 1970, p. 21.
[3] *Ibid.*

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TABLE I

ON-CAMPUS COURSES: 1963-69

YEARS	COURSES	SESSION HOURS	PHYSICIAN REGISTRANTS
1963-1964	7	178	663
1964-1965	5	188	363
1965-1966	9	180	722
1966-1967	9	200	466
1967-1968		(Not Reported)	
1968-1969	18	322	958
1969-1970	18	307	1,110
TOTALS	66	1,375	4,282

only changed slightly. A partial explanation of this drop in participation is perhaps reflected in the content of the courses offered during 1964-65 as they concerned themselves with specialized areas of medical practice in neurochemistry, neuropharmacology, and courses for health officers, and in limits placed on registrations for courses in practical therapeutics and basic office skills in ophthalmology and otolaryngology.

The emphasis in programs during the first years was placed on the three areas of medical practice which have the largest percentage of patient load: obstetrics and gynaecology, medicine and surgery. These programs account for 66% of the total physician registration and 50% of the total session hours. Since 1966 the Department has expanded the program to include courses in anaesthesiology, radiology and other specialized areas of medical practice.

Off-campus courses were held for practising physicians in various regions throughout the Province for the years 1963 to 1970. (Table II). There has been some variation in the number of regions for purposes of conducting courses. No clear explanation for this has been given in the Annual Reports. The total number of physician registrants would seem to indicate a large participation on the part of the physicians in the province but the Annual Reports only indicate the total registration and no information is available

TABLE II

OFF-CAMPUS COURSES 1963-1970

YEARS	NUMBER OF REGIONS	NUMBER OF SESSION HOURS	NUMBER OF PHYSICIAN REGISTRANTS
1963-1964	14	187	247
1964-1965	15	203	358
1965-1966	16	206	360
1966-1967	19	236	355
1967-1968		(Not Reported)	
1968-1969	16	217	389
1969-1970	14	189	365
TOTALS		1,238	2,074

concerning how many of these registrants enrolled for more than one course. The 1969-1970 Annual Report, however, states that "of the registrants, 877 were B.C. doctors who attended one or more courses representing 28.8% of practising physicians in the province. Four hundred and thirty-eight of these physicians were not among the 27.2% of B.C.'s physicians who attended last year's programs. Therefore, over a two year period, 41.6% of the practising physicians in British Columbia attended one or more courses."[4] Since 1964 the number of session hours and the number of physician registrants has remained fairly constant. No data are available from the Annual Reports as to the number or type of courses offered in each region, but the data could be reconstructed from the annual calendar.

The total number of physician registrants reported for both on-campus and off-campus courses numbered 6,256. It is not possible to determine from the annual reports the extent of participation by each physician in the province.

To fulfill its second purpose, the Department of Continuing Medical Education also conducted courses for allied professional and technical groups in the health field. Table III reports the total number of courses offered, the total session hours and total registrants for the year 1963 to 1969. There is a wide variability in all three of the categories as data indicate. In 1964-5 only three courses were offered, plus one correspondence course which resulted in a sharp decline in registration. No explanation for this decrease in courses has been given in the Annual Reports.

TABLE III

COURSES FOR ALLIED HEALTH GROUPS: 1963-1969

YEARS	COURSES	SESSION HOURS	REGISTRANTS
1963-1964	12	103	908
1964-1965	4	48	400
1965-1966	7	90	854
1966-1967	6	92	571
1967-1968		(Not Reported)	
1968-1969	10	161	770
TOTALS	39	494	3,503

a. Includes 237 registrants in 2 correspondence courses of 8 lessons each.
b. Includes 90 registrants in 1 correspondence course of 10 lessons.

The total number of courses for allied professional and technical classifications along with the total session hours and registrants is reported in Table IV. The nursing profession accounts for the largest single group with 56% of the courses being given for this particular profession. Consequently,

[4] *Ninth Annual Report on Continuing Medical Education*, Faculty of Medicine, University of British Columbia, September 1, 1969-August 31, 1970, p. 3. These figures are for both on- and off-campus courses.

TABLE IV

CLASSIFICATION OF COURSES BY ALLIED HEALTH GROUP: 1963-1969[a]

ALLIED GROUP CLASSIFICATION BY COURSES	1963 to 1964	1964 to 1965	1965 to 1966	1966 to 1967	1968 to 1969	TOTAL NUMBER OF COURSES	SESSION HOURS	REGISTRANTS
Nursing	7	2	3	4	6	22	303	1,988
Laboratory Technology	1[b]	1[b]	—	—	—	2	—[c]	196
Public Health	2	1	—	—	—	3[c]	28	222
Rehabilitative Medicine	2	—	1	1	1	5	65	434
Dietetics	—	—	1	—	—	1	13	121
Dentistry	—	—	2	—	—	2	12	135
Pharmaceutical Sciences	—	—	—	—	1	1	28	45
Other	—	—	—	1	2	3	45	362
TOTAL	12	4	7	6	10	39	494[d]	3,503

a. Data for 1967-1968 and 1969-70 was not available for the report.
b. Correspondence course.
c. One course by correspondence—8 lessons.
d. Number of session hours for correspondence course is unknown.

nursing accounted for 57% of the registrants and 61% of the total session hours.

A comparison of Tables I, II and III for the years 1963-1969 shows that 2,231 session hours were offered to practising physicians and 494 session hours to the allied health professionals. The total registration, including correspondence courses, for the allied health group was 3,503 while physician registrants totalled 6,356 persons. Considering that there are a great many more people practising in the allied health fields (estimated at 9,000 in the nursing profession alone) than there are physicians in the province, the registrant figure for practising physicians begins to take on more significance.

Problems and Trends

From the data presented there would seem to be a trend toward more encompassing continuing medical education programs for the health team. How effective these programs were in meeting the educational goals established by the Department is as yet unknown. There have been limited efforts to assess programs to determine whether or not the needs of practising physicians are being met and whether or not the physician participants are utilizing the new knowledge and skills derived from educational activities. The 1969-1970 Annual Report indicates that a major research study is being contemplated which will evaluate three aspects of continuing medical education: the availability and use of medical information sources at the local, regional and provincial level; participation in programs offered by the Division of Continuing Medical Education; and the diffusion and adoption of newer practices and ideas by physicians. But as yet no systematic analysis or evaluation of continuing medical education programs has been done.

Another problem faced by the Department of Continuing Medical Education is the determination of the needs of the non-participant physicians in educational programs. Even though the Department has made available learning opportunities to 96% of the physician population, it would appear that only one-third of this population actually participates in continuing medical education.

Until an evaluation analysis of the programs and participants is undertaken the Department will have no clear indication as to whether, in fact, they are accomplishing one of their aims of developing an awareness amongst the physicians of British Columbia that learning must be continuous in order to keep abreast of advancing medical technology.

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CONTINUING EDUCATION IN REHABILITATION MEDICINE

MARILYN ERNEST

Introduction

Any definition of continuing education could be applied to a description of continuing paramedical education, including rehabilitation medicine. When the Department of Continuing Medical Education was established in 1960, the term 'continuing medical education' was relatively new. Evolving from the term 'continuing education', a synonym for adult education, it was generally considered to mean post-graduate medical education. According to the Dean of Medicine of the University of British Columbia, it also meant continuing education designed to accomplish a closer association of all health workers in the common task of improving community health care.[1] One of the specific objectives to be accomplished was "to coordinate medical post-graduate education programs with those of allied professional and technical groups in the health field."[2]

In rehabilitation medicine, as in other health care professions, continuing education for the therapist can take the form of daily systematic reading and by attending clinics, by making ward rounds and by participating in educational lectures provided by the institution. Therapists can also attend courses, seminars and work-shops conducted by their professional associations and by universities.

The term 'rehabilitation medicine' is still relatively new, but it is accepted to mean the medical management of physical disability.[3] It is the use of all the methods of diagnosis and treatment which will restore the disabled individual to as nearly as normal physical functioning. In order to reach these goals, physical and occupational therapy are used by specialists in physical medicine and rehabilitation.

A physical therapist can be defined as a person of recognized training and experience who, under medical prescription, uses exercise, heat, light,

[1] *First Annual Report on Continuing Medical Education 1960-61*, The University of British Co-Columbia, Vancouver, p. 9.
[2] D. H. Williams, "Physicians and Life-long Learning," *The Journal of Education*, Special Issue. Adult Education in British Columbia, University of British Columbia, Faculty of Education, No. 10, 1964, p. 60.
[3] S. Licht (ed.), *Rehabilitation and Medicine*, Baltimore, Maryland: Waverly Press, Inc., 1968, pp. 4-8.

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massage, water and electricity in order to reduce pain and maintain or improve physical function.[4] An occupational therapist is a person of recognized training and experience who, under medical prescription, uses self-help, manual, creative, recreational and social, educational, pre-vocational and industrial activities to gain from the patient the desired physical function and/or mental responses.[5]

School of Rehabilitation

The School of Rehabilitation Medicine at the University of British Columbia, the sixth Canadian school of physical and occupational therapy, was established under the Faculty of Medicine in 1961. It is the only School under the auspices of the Faculty of Medicine while other divisions of the Faculty are organized as Departments. (Figure I). The School is responsible for training physical and occupational therapists who, "along with the nurse and doctor, could fill an increasingly important role as the third member of the medical treatment team in hospitals, rehabilitation centres, outpatient and home levels."[6]

From 1961 to 1966 graduates from the School were granted a diploma at the end of three years of university training. In 1966 a fourth optional year was added, and diploma graduates completing this additional year were eligible for a Bachelor of Science in Rehabilitation. However, in 1969 the University agreed to confer the Bachelor's degree on all three-year graduates, and this decision was made retroactive to the first class graduating from the School and for all those former graduates that applied.

Location of Therapists

Certified physiotherapists and registered occupational therapists practise in a variety of institutions in B.C. (Table I). Of the total of 462 therapists 68% (313) work within 30 miles of Vancouver, while of the 149 therapists in the outlying areas, 36% (52) work in Victoria. Therapists are practising in Kelowna, Vernon, Kamloops, Prince George, Nanaimo and several smaller communities throughout the province.

Most therapists are employed by hospitals (60%) while specialized agencies such as rehabilitation centres and the Victorian Order of Nurses (V.O.N.), the Canadian Arthritis and Rheumatism Society (C.A.R.S.), and the Workmen's Compensation Board (W.C.B.) rehabilitation centre employ the balance. Although there are 31 physiotherapists in private prac-

[4] *Ibid*, p. 15.
[5] *1961 Canadian Census Classification Professional and Technical Occupations*, Department of Bureau of Statistics, Ottawa (revised 1967).
[6] Workmen's Compensation Board of British Columbia, *News Bulletin*, Vol. 4, No. 8, August, 1961, p. 1.

FIGURE I

ORGANIZATIONAL CHART, FACULTY OF MEDICINE

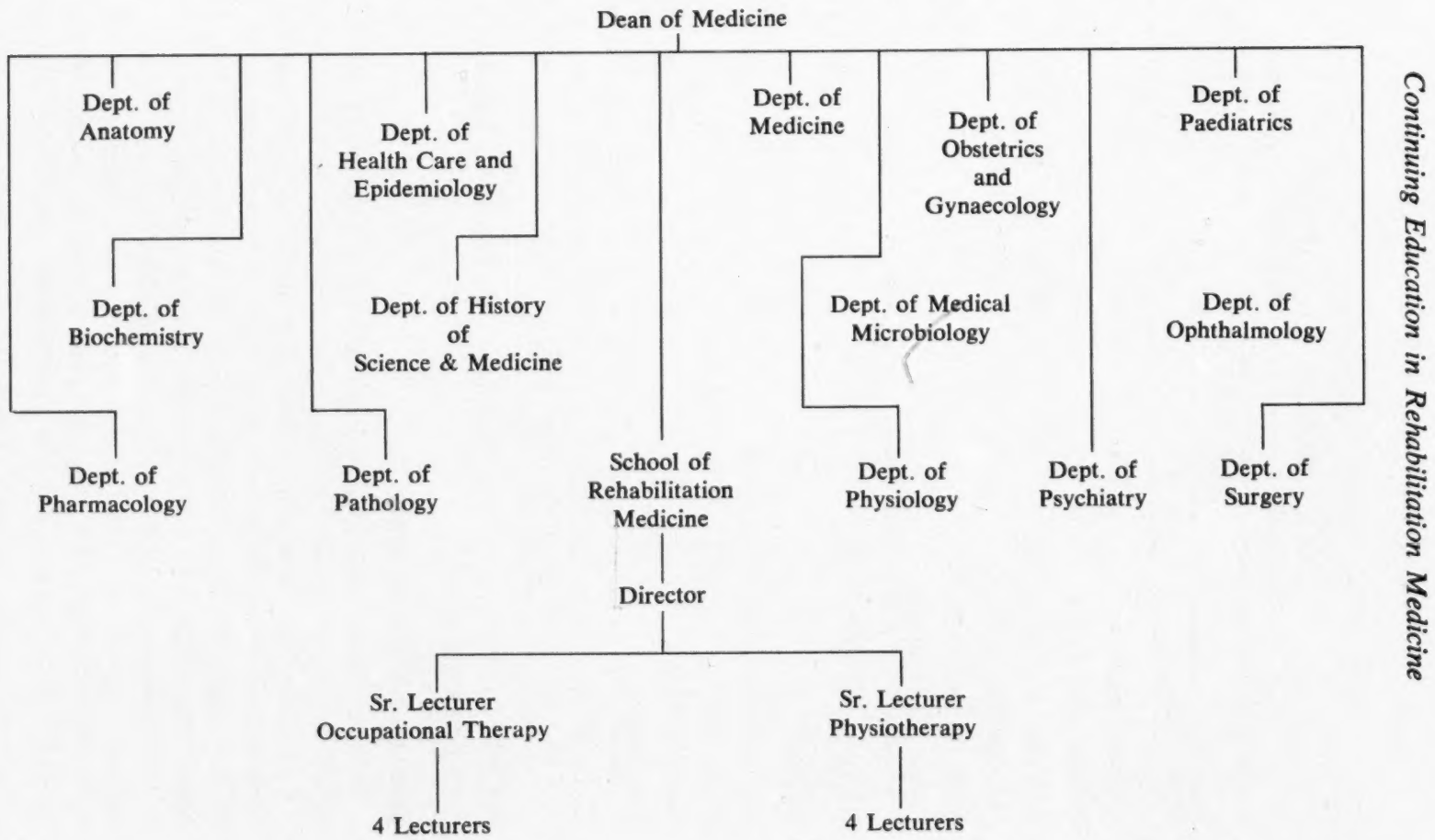

TABLE I
LOCATION OF THERAPISTS
BY GEOGRAPHIC REGION AND INSTITUTION, IN 1969[7]

	VANCOUVER AREA— WITHIN 30 MILE RADIUS		OUTLYING AREAS— BEYOND 30 MILE RADIUS	
LOCATION	No. of P.T.'s	No. of O.T.'s	No. of P.T.'s	No. of O.T.'s
General Hospitals	108	14	130	10
Rehabilitation Centre	12	6	—	—
Children's Centres	12	5	—	—
Veterans' Hospitals	11	4	—	2
Victorian Orders of Nurses	5	3	—	—
Canadian Arthritis and Rheumatism Society	24	9	—	—
Workmen's Compensation Board	18	6	—	—
Psychiatry	5	18	—	—
Rehabilitation Hospital	7	3	—	—
Private Practice	24	—	7	—
Teaching, U.B.C.	5	5	—	—
Miscellaneous	7	2	—	—
Total	238	75	137	12

[7] Telephone interview with Jocelyn Willis, retired physiotherapist and member of the Canadian Association of Physiotherapists, B.C. Branch, March 12, 1970.

tice, there are as yet no opportunities for occupational therapists to enter private practice in B.C.

Courses and Participants

Since its inception in 1960 the Department of Continuing Medical Education has organized four continuing education courses for therapists in B.C. (Table II). These four courses were available to both physical and occupational therapists. Rehabilitation courses were offered at the request of the combined education committee for the B.C. Society of Occupational Therapists and the B.C. Branch of the Canadian Physiotherapy Association.

The first course in 1961-1962 was one of a limited number of trial courses sponsored by the new Department of Continuing Medical Education. There were two trial courses for physicians, one for nurses, one for Water Works Systems Operators and one for rehabilitation medicine.[8] The 1961-62

[8] *Second Annual Report of Continuing Medical Education*, 1961-1962, The University of British

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course was in 'Proprioceptive Neuromuscular Facilitation' as requested by the B.C. Branch of the Canadian Physiotherapy Association and attracted 100 physical and occupational therapists. In 1966-1967 a course in 'Hand Function and Functional Splinting' enrolled 102 therapists. According to the Director of Continuing Medical Education this course represented the first of what was planned to be an annual continuing education program for therapists.[9] In 1967-68 a course entitled 'The Therapist and the Hemiplegic Patient' was attended by 86 therapists, while in 1968-69 the course in 'Low Back Problems and Current Concepts in Management' enrolled 106 therapists. For the first course in 1961-62 fifty-nine percent of the therapists in the province attended. However, by 1969 the number of therapists attending decreased to 23% while the total number of the therapists in practice in the province increased by 250%.

TABLE II

CONTINUING EDUCATION COURSES
FOR PHYSICAL AND OCCUPATIONAL THERAPISTS

YEAR	NO. OF COURSES	APPROX. NO. COURSE HOURS	NO. COURSE PARTICIPANTS	NO. THERAPISTS IN B.C.	PERCENTAGE PARTICIPATION OF ALL THERAPISTS IN B.C.
1961-62	1	22	100	170	59
1962-63	—	—	—	225	—
1963-64	—	—	—	240	—
1964-65	—	—	—	262	—
1965-66	—	—	—	298	—
1966-67	1	14	102	348	29
1967-68	1	12	86	391	22
1968-69	1	14	106	462	23

An attempt was made to discover why there were no courses offered for therapists between 1962 and 1966. Although it took some time for professional associations to become aware of the potential of these continuing education services the absence of courses was not entirely due to a lack of their effort. During these early years the Department was not always able adequately to fulfill requests because of a lack of sufficient staff to conduct such courses.

Since 1968, expanded programs in continuing education for all the health

Columbia, Faculty of Medicine, p. 21.
[9] *Seventh Annual Report*, Department of Continuing Medical Education, 1966-67, p. 13.

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sciences have emerged in the University of British Columbia resulting in further support for continuing education programs in rehabilitation. With little precedent to guide them an interprofessional group, designated by the various Deans of the Health Sciences to develop the program, had to consider basic philosophical questions to provide structural guidelines for establishing health sciences continuing education programs.

An ad hoc planning committee representing all on-campus health sciences was convened to consider the early development of continuing education programs for the health care team. The committee has created a 'team' sense and an interest in working together. The Planning Committee on Continuing Education for Occupational and Physiotherapists agreed that continuing education for therapists was a function of the School of Rehabilitation Medicine working in conjunction with Health Sciences Continuing Education.[11]

Problems and Trends

The need for more continuing education has been recognized by individual therapists and by most of the hospitals and rehabilitation agencies. Most hospital therapy departments attempt to hold education programs at least once a month, often during lunch hour and with both therapies participating. Furthermore, attendance at ward rounds, clinics, conferences and continuing medical education courses should become an important means for continuing the education of the therapist. However, it is not unusual to find that therapists are not included. Often, when therapists have not been included in continuing education it is because they are not accepted for the skills they might contribute to the health care team. The Director of the School of Rehabilitation Medicine states: "Let's practise modern medicine and involve the therapists . . . there is no true teamwork without them."[12]

After each of the courses in 1967-68 and 1968-69 participating therapists requested 78 topics that they would like to see covered in future courses.[13] To attempt to meet these needs would require the maximum use of available facilities and resource personnel at the University of British Columbia and at the Vancouver General and Shaughnessy Hospitals. There is, however, a shortage of resource personnel for planning and conducting such programs. The School does not yet have a full time person in charge of

[10] *Report of The Meeting of the Planning Committee on Continuing Education for Physiotherapists and Occupational Therapists*, School of Rehabilitation Medicine, University of British Columbia, 1968.
[11] B. Fahrni, Paper presented to Family Practice Unit Division of Primary Health Care, Faculty of Medicine, University of British Columbia, Feb., 1970.
[12] *Confidential Evaluation Report*, Department of Continuing Medical Education, University of British Columbia, 1969.
[13] M. Ernest, "Continuing Education and Occupational Therapy," *Canadian Journal of Occupational Therapists*, Col. 37, No. 2, 1970, p. 69.

continuing education; as a result the senior lecturers in physical and occupational therapy must take time from their regular duties to help organize courses.

Continuing education in rehabilitation is needed to enhance the position of therapists on the health care team. Therapists must upgrade their competence and knowledge to the point where physicians are more willing to recognize their contributions.[14] Studies carried out by Zander and others indicate that doctors generally are ready to work with adjunct persons when they are seen as able people who are helpful to them.[15]

In conclusion, it should be noted that the concept of continuing education in rehabilitation is not new. Twelve years ago, Brunyate, an American therapist, wrote that "we must not only expect a new graduate to continue to learn always, but we must provide the opportunity for him to do so."[16] The health professions are changing so rapidly that people trained five or ten years ago have a great need to be informed about new developments. Such new developments need not only be provided by the University's Division of Continuing Education in the Health Sciences, but also through other University departments such as the Department of Adult Education in the Faculty of Education. Miss H. P. LeVesconte, retired senior lecturer in occupational therapy at the University of Toronto, recently wrote in a letter that "the fact that occupational therapists are adult educators is one reason why occupational therapists have always put emphasis on post-graduate study as a preparation for teaching."

The gap between what is and what should be is great. Only through cooperation and effort on the part of responsible individuals and institutions can this gap be closed, and it must be closed if rehabilitation is to become a strong, worthy and equal member of the health team.

[14] Alvin Zander and Others, "Accommodative Relationships," in *Professionalization* edited by H. M. Vollmer and D. L. Mills, Englewood, N.J.: Prentice-Hall Inc., 1966, pp. 237-243.
[15] Ruth Brunyate, "Powerful Levers," *American Journal of Occupational Therapy*, Vol. XII, No. 4, 1958, (part 2), p. 200.

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CHRONOLOGY AND BIBLIOGRAPHY

A CHRONOLOGY OF ADULT EDUCATION IN B.C. BEFORE 1914

GORDON R. SELMAN

ON THE BASIS OF recent research it is possible for the first time to prepare a chronological outline of significant dates in the development of adult education in this province prior to the first world war. The definition of the field for the purposes of the following chronology has purposely been kept quite wide, in keeping with the terminology of the well-known *1919 Report* in the United Kingdom, which defined it as:

> all the deliberate efforts by which men and women attempt to satisfy their thirst for knowledge, to equip themselves for their responsibilities as citizens and members of society or to find opportunities for self-expression.[1]

A noticeable feature of the story revealed by what follows is the fact that so much of the adult education movement as it developed elsewhere over a period of centuries, is reflected here in only a few decades. The crown colonies of Vancouver Island and British Columbia, which were united in 1866 and became the Province of British Columbia within the Canadian Confederation in 1871, were late to be settled compared to the rest of the continent. The small, but rapidly developing communities were populated largely by immigrants from Great Britain and other parts of North America, where various forms of adult education had been devised and matured over a long period of time. These organizations were often introduced into B.C. communities at a relatively early stage, when the number of people interested in supporting them was small and the group from which leadership could be drawn even smaller. This may help to explain the rather halting and sporadic character of the development of many of these organizations during their beginning stages. By 1914, some of the larger centres, especially Vancouver and Victoria, were beginning to catch up with developments elsewhere.

The research on which this chronology is based is far from complete. For this reason, there is undoubtedly an over-emphasis here on government services and on developments in some of the larger population centres for which newspaper files are more easily available. Much remains to be done, but it is hoped that the following outline will be both useful and interesting

[1] R. D. Waller (ed.), *A Design for Democracy*, London, Max Parrish, 1956, p. 59.

to those in the field; and further that it will encourage others to help fill in the gaps. (The author would be pleased to provide detailed references on any of the items included below).

1854—Scientific institute formed by the settlers at Craigflower (near Victoria); the earliest such organization of which there is record. Members took turns lecturing to the group.

1857—Anglican missionary, Rev. Wm. Duncan, organized night school for adult Indians at Fort Simpson.

1858—"The Victoria Reading Room" opened; the first private commercial reading room in the province.

1859—Fort Hope (Hope) Reading Room and Library founded by an Anglican clergyman in the area. F. H. Johnson has described it as the first mechanics' institute in the province.

—First Y.M.C.A. in the province, a short-lived Victoria branch; opened and provided reading room for members.

—Victoria Philharmonic Society presented concert of vocal and instrumental music. Earliest such organization in the province of which there is record.

—The "naval amateurs" from H.M.S. Ganges presented an evening of dramatic performances in Victoria. This was the first of many, and the first such performance of which there is record.

—The Select School, a private school in Victoria, offered tuition in the evenings in academic subjects; the earliest example of such courses which has been discovered.

1861—Short-lived Victoria Literary Institute, forerunner of the mechanics' institute, was formed and offered lectures for 1861-62 season only.

—Agricultural and Horticultural Society of Victoria formed and held first annual exhibition.

1862—Yale Reading Room organized. Revived in 1882 as the Yale Institute and Reading Room.

—Mr. John Jessop, who later became the first Superintendent of Education in B.C., began evening classes in academic, commercial and musical subjects at his institution, the Central School, in Victoria.

—St. Paul's (Anglican) Literary Institute founded. The following year it was separated from the church and became the Nanaimo Literary Institute. Managed a library and conducted other activities occasionally until mid-1880's.

1863—Cariboo Literary Institute founded in Cameronton and subsequently moved to Barkerville. Activities restricted to maintaining library. Disbanded 1874.

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1864—Victoria Mechanics' Institute, the most active in the province, formed this year. Continued in existence until 1886. Activities included library, lectures, debating, orchestra, essay contests, exhibitions, etc.

1865—The British Columbia Institute (New Westminster) founded; forerunner of the civic library and mechanics' institute of that city. Government of Mainland Colony gave supporting grant to the Institute.

1866—Union of two colonies. Government of the United Colonies provided supporting grants to New Westminster and Barkerville institutes. These terminated with the grants the following year.

1867—First occasion of what was to become the annual exhibition of the Royal and Industrial Society of B.C., the "Provincial Exhibition", held in New Westminster.

1868—Government of the United Colony of British Columbia discontinued grants in support of mechanics' institutes.

—Evening school for Chinese immigrants started under Methodist auspices in Victoria; the first in the province.

—Moodyville Mechanics' Institute founded. Still operative in 1900.

—Cariboo Church Institute founded by St. Saviour's Anglican Church in Barkerville. Active until 1871. The most active of the church institutes in the province.

1869—Hastings Mill (Vancouver) mechanics' institute founded.

1870—Night school for young Indian men conducted in Nanaimo by Methodist Church.

1871—"An Act Respecting Literary Societies and Mechanics' Institutes" (B.C.) provided basis for provincial supporting grants to such organizations. Grants made to four centres the following year. Terminated in 1878.

1873—Agricultural Societies Incorporation Act (B.C.) passed.

1874—First Provincial Teachers' Institute organized by the Department of Education—annual meeting devoted to in-service professional continuing education.

1875—Y.M.C.A. re-opened in Victoria and began offering evening lectures for the public; the first activity of this kind provided by the organization. Debating classes and other activities began in subsequent years.

1877—B.C. Coal Mines Regulation Act introduced minimum qualifications for mine managers. This and further legislation eventually led to management responsibility for training and stimulated local night schools.

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—Report of the Superintendent of Education, Mr. John Jessop, recommended experiments with night schools in the larger centers. No immediate response.

1885—First local Teachers' Institute formed—in Victoria. Concerned with in-service education and professional advancement.

—Regional teachers' institutes also formed this year—Coast, Mainland, Interior and Kootenay regions.

1886—Librarian first appointed on temporary annual basis (during the sittings of legislature) to organize the provincial library.

—Provincial Museum of Natural History and Geology established.

—Local branch of International Sabbath School Convention formed in Victoria (Presbyterian). This was the first of many organizations in the province for the in-service training of church Sunday school workers.

—Nanaimo public school principal and teacher from his staff ran academic night classes in church schoolroom during the year.

1887—Father A. G. Morice began project in Stuart Lake area teaching Indians to read and write shorthand form of their language.

—First evening instruction in commercial specialities conducted in Victoria. Such work began in Vancouver the following year.

—Vancouver Reading Room established; forerunner of the Vancouver Public Library.

1888—Night school for Chinese opened by Methodist Church in Kamloops.

—Civic public library established in Victoria; based on the books acquired from the recently disbanded mechanics' institute.

1889—First Dominion experimental farm established in B.C. at Agassiz.

—B.C. Fruit Growers' Association founded.

—Victoria Y.M.C.A. began its evening class program in vocational subjects. (With some lapses, this program grew into a major community service in the period 1903 to 1914).

—Burrard Literary Society formed in Vancouver and remained active until 1908 as a highly successful debating and mock parliament organization.

—The Vancouver Art Association founded. Gave art classes, organized exhibitions.

—Inland Agricultural Association formed; based in Ashcroft and Kamloops.

1890—The Natural History Society of British Columbia was formed in Victoria in close association with the provincial museum. Met regularly and was active for balance of the period.

—B.C. Telephone Co. began training programs for its employees.

—Nanaimo Y.M.C.A. formed. Conducted variety of educational work in subsequent years.

1891—Father J. M. R. Le Jeune began publication of Kamloops *Wawa,* newspaper written partly in shorthand form of Indian Language of the area.

—The Arion Club, a male choral group, was founded in Victoria and remained active for the following 23 years at least.

—Classes in English language begun for Japanese immigrants in Vancouver under the auspices of the Methodist Church. Other denominations took part in later years.

—New Westminster mechanics' institute revived; during this and the the following year it conducted commercial and scientific evening courses.

—Free Libraries Act (B.C.) passed.

1892—Sailor's Rest founded in Vancouver. It and related organizations provided recreational and educational services for sailors in port.

1893—B.C. Department of Agriculture began publication of regular series of information bulletins.

—First permanent appointment made of provincial librarian.

—Vancouver Y.M.C.A. began its evening class program which, with some lapses, grew into a major community service until it was supplanted by the school board offerings beginning in 1909.

—Columbian (Methodist) College of New Westminster conducted series of lectures and debates for the public. Offered occasional series of lectures in subsequent years.

1894—Dairymen's Association of B.C. organized.

—Local Council of Women founded in Victoria and Vancouver.

—The Art, Historical and Scientific Association of Vancouver founded. A very active organization in educational activities and founder of what became the city museum.

—New Westminster Y.M.C.A. operated poorly-attended evening classes in academic and commercial subjects. A few classes conducted off and on, in subsequent years.

—The Art and Scientific Association of New Westminster founded and remained active only until 1896.

1895—Victoria Literary Society founded as a result of initiative taken by the Governor-General's wife, Lady Aberdeen. It remained a small, exclusive group which read and discussed literary works. Remained in existence until at least 1911.

1896—Rossland "free library and reading room" founded in Anglican Church.

—Provincial Bureau of Mines established and conducted series of lectures on mining in Victoria, Vancouver and New Westminster.

—South Park High School, Victoria, offered lecture series during this year and again two years later. This the earliest example of this kind of activity by a public school.

—Vancouver School of Mines (private) founded for training assayers and mining engineers. Day and evening courses.

1897—Farmers' Institute Act (B.C.) passed and first Farmers' Institutes in province established.

1899—Provincial travelling library service inaugurated. One hundred twenty libraries in circulation by 1914.

1900—University-level work made available for part-time students by Vancouver College, a public institution affiliated with McGill.

1901—Dominion Department of Agriculture held first of travelling Dairy Schools in province. First at Victoria and several others this year.

—Amendments to Act Respecting the Inspection of Steam Boilers provided for the examination of steam engineers.

—"Mothers' Club" of Spring Ridge School, Victoria, formed this year and active until at least 1912. A forerunner of parent-teacher organization and conducted active educational program.

1903—Hedley Methodist Church organized reading room and literary society. Hedley Twentieth Century Club (a literary and social group) formed later the same year.

—Canadian Reading Camp association opened first "club house and reading room" in B.C., at Fernie.

—Dominion Department of Marine and Fisheries opened Marine School in Victoria. Provided lectures on seamanship.

—This and following year, Victoria College and High School offered evening lecture series.

1904—First Y.M.C.A. "railway branch" launched in co-operation with C.P.R. at Revelstoke. Became national movement thereafter.

—The Studio Club formed in Vancouver. For a decade it offered instruction in painting, much of it at a fairly elementary level, and organized exhibitions.

—North Vancouver Horticultural Association formed and first of its annual exhibitions held.

1905—Manual Training classes offered in the evening for the first time, in Victoria.

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1906—Stockbreeders' Association of B.C. founded.
—Alexandra Club founded in Victoria. It and its short-lived predecessor, the Tuesday Club, were active sponsors of literary and artistic activities in the city.
—Victoria School Board offered evening classes in arithmetic and commercial subjects for first time.
—Men's Canadian Clubs formed.
—B.C. Electric Co. launched its in-company technical school, which offered variety of scientific and technical courses.

1907—Dominion Department of Marine and Fisheries opened Marine School in Vancouver. Provided lectures on seamanship. Vancouver program became most successful in the country.
—Vancouver School Board offered first evening classes, in a few subjects. Comprehensive program launched two years later.
—McGill University College conducted several evening credit courses for the year 1907-08 only.

1908—Vancouver Y.W.C.A. conducted active evening class program by this date.
—B.C. School Trustees' Association endorsed resolutions calling upon the Department of Education to authorize school boards to conduct night schools and to provide grants in support of such activity.
—McGill University College conducted non-credit lecture activity this and subsequent year.
—Lynn Valley (North Vancouver) Institute formed. Maintained library and conducted debating and musical activities in subsequent years.

1909—First Women's Institutes formed in the province.
—Re-organization of B.C. Department of Agriculture led to increase in its educational activities.
—The Island Arts Club was founded in Victoria. It sponsored a variety of educational activities in subsequent years.
—Women's Canadian Clubs formed.
—Vancouver launched the first comprehensive school board night school program in the province. 966 registrations. Program conducted every year thereafter.
—Sheetmetal Workers organized evening lecture courses for apprentices in the trade.
—St. John's Ambulance Association began its First Aid instruction in Vancouver and other centres.

—Library opened in Kamloops. Civic grants in support of it began and reading room opened 1911.

1910—B.C. Agricultural Fairs Association organized.

—B.C. Poultry Association organized.

—First short courses on fruit packing conducted by B.C. Department of Agriculture.

—B.C. Legislature provided funds for establishment of demonstration orchards.

—Provincial archives organized.

—Amendments to the Public School Act authorized school boards to conduct night schools and provided financial support for such work. Six centres qualified for grants in 1910-11: Extension, Ladysmith, Nanaimo, Nelson, New Westminster and Vancouver. South Vancouver also conducted classes.

1911—Canadian Reading Camp Association maintained ten worker-instructors in B.C. during summer season that year.

—Two centres qualified for night school grants for first time: Coal Creek and Cumberland.

—Adult School organization founded in Victoria.

—Vancouver Debating League founded. In subsequent years it involved debating teams from an increasing number of organizations in the city. Founded under Y.M.C.A. auspices.

—Vancouver Typographical Union organized evening lecture series for its apprentices.

—Vancouver Exhibition Association held its first exhibition.

—B.C. Library Association formed. Devoted to the extension and improvement of library work in the province.

1912—Two centres qualified for night school grants for first time: Duncan and Hosmer.

1913—Passage of Agricultural Instruction Act by Federal Parliament provided federal funds for agricultural education in B.C.

—Two centres qualified for night school grants for first time: Thrums and Victoria.

1914—Provincial Royal Commission on Agriculture recommended strengthening educational work of Department of Agriculture.

A WORKING BIBLIOGRAPHY OF ADULT EDUCATION IN BRITISH COLUMBIA

JAMES E. THORNTON AND GARY DICKINSON

THE FOLLOWING BIBLIOGRAPHY is designed as a working list of books, monographs, journal articles, and research studies pertaining to adult education in British Columbia. This listing evolved in part from "A Bibliography of Adult Education in British Columbia" compiled by Margaret S. Neylan for the *Journal of Education* in April 1964.

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